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BASIC INTERCOMPREHENSION COURSEBOOK

Katarína Chovancová

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Natália Kubašová



Banská Bystrica 2024

Basic Intercomprehension Coursebook

for students of Romance Philology

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Basic Intercomprehension Coursebook

for students of Romance Philology

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Foreword

Intercomprehension is the ability to partially understand oral or written communication in a language that we do not know well, based on knowledge of other language(s) we already have in our linguistic repertoire. It is both a competence, which can be developed through language learning and a method of teaching foreign languages that we classify as plural. Other similar approaches are language awareness, CLIL and intercultural teaching. All are based on openness to linguistic diversity and the active use of knowledge about it.

Plural approaches to foreign language teaching are now coming to the fore as a response to the emergence of English as a common medium of communication. Since the second or even the third foreign language arrives late in the curriculum and the continuity of its teaching between primary and secondary school cannot always be ensured, the level of proficiency tends to be lower. However, the globalisation of life puts individuals in situations where understanding another language is useful.

Teaching foreign languages using the intercomprehension approach responds to these needs by teaching us to mobilise our entire linguistic repertoire – from our mother tongue through family languages to those that have come to us in institutional teaching and beyond – and to apply it in situations where we are confronted with communications in languages we have not acquired. To do this, we need the ability to think logically, to compare and to deduce. These are all cross-cutting skills with universal application.

Intercomprehension between related languages implies working with two or more languages of the same language family (Romance, Germanic, Slavic, etc.). It can be the language family to which the mother tongue of the candidate belongs or a language family of which at least one language has already been acquired. For example, mastering the French language facilitates the understanding of texts from Spanish, Italian, Portuguese, Catalan, etc. Mastery of German will help to understand other Germanic languages (Swedish, Danish, Dutch, etc.); mastery of one of the Slavic languages will contribute in no small measure to the understanding of another Slavic language. Moreover, internationalisms play a significant role in this method of foreign language teaching. In a way, the English language acts as an aid in understanding many terms as well as general vocabulary.

This textbook is the result of a decade of pedagogical work in the field of intercomprehension. Since 2013 we have been offering a course in intercomprehension to students of foreign languages at the Matej Bel University in Banská Bystrica. A study

programme was designed in the field of applied foreign languages, in which intercomprehension is the main means of building the multilingual competence of future professionals in the field of economics. This university textbook is a sequence to the existing textbook *Multilingválne spracovanie informácií – Multilingual Information Processing* (edited by Ľudmila Mešková and Katarína Chovancová), which was published at the University of Matej Bel already in 2015. It was the first textbook aimed specifically at the Slovak university environment and contained, in addition to practical instructions, a series of theoretical background texts on intercomprehension.

The textbook you are now holding in your hands expands the basic knowledge of intercomprehension. It is intended primarily for undergraduate and postgraduate students of Romance Studies, especially French, but also for the students of English, for whom Slovak or another Slavic language is their first language and English their second language. We want to provide these students with the guidance on how they can cope in multilingual communicative contexts using what they already know about languages. We focus on comparisons between the French language and other major Romance languages. In doing so, we rely on English as an auxiliary, complementary language and a starting point for broader comparisons. At the same time, we take the opportunity to provide students with knowledge of Slavic languages as well, and to show them that the intercomprehension skills they build up will work not only in the languages they chose as their main field of study. Of course, the textbook can also be beneficial for users with a different linguistic repertoire. It is not restricted to the use at universities, but has wider possibilities for the use in institutional and non-institutional teaching and, partly, in self-study.

The textbook consists of eleven chapters and an Answer key. The individual chapters are arranged according to an internal logic, which consists first of presenting general concepts, such as utterance, context, intelligibility, adequacy and linguistic typology. Consequently the reader is introduced to the different groups of Indo-European languages. Each chapter begins with an introductory explanation of the basic notions, necessary for the successful completion of the assignments. The typology of exercises is varied. Linguistic units of varying scope are worked with, from isolated words, through single sentences, to continuous texts. The focus is on written speech comprehension, but we do not shy away from activities for understanding the spoken word. In keeping with the focus of the textbook outlined above, the focus is primarily on the contrastive grammar of Romance languages and English, with overlaps into Slavic languages and with examples of other languages from other language groups, so as to capture as much of the linguistic diversity in Europe as possible. We also offer information on linguistic universals, language evolution and selected sociolinguistic

phenomena. The goal is to show the students ways in which they can improve in contextual prediction. At the beginning of each chapter, we provide an introductory exposé introducing the content of the relevant section. The exercises are arranged to be loosely related to the chapter topic. The students can start solving any problem; it is not necessary to address all of them or to maintain the offered order of the exercises.

At the end of the textbook there is an answer key to the assignments. It consists mainly of those answers that relate to exercises with isolated words or sentences. For the analysis of continuous texts, solutions are not offered. These are open-ended exercises, which the students can reflect on according to their ability and knowledge. It is assumed that the students will be accompanied by the teacher during the work with the textbook, who will show them the ways of approaching the analysis of shorter or longer texts in foreign languages.

We believe that students of Romance languages, students of Philology in general, or students of other disciplines will find this textbook interesting and will show them the way to deepen their interest in languages and communication.

Authors

1 INTERCOMPREHENSION

Key concepts • sentence vs. utterance • sentence boundaries • text • comprehensibility • context • types of context

Intercomprehension denotes a capacity of understanding foreign languages without having previously studied them. It involves using the existing linguistic knowledge of the individual related to other languages. To build a good intercomprehensive capacity it is needed to learn to induce meanings from the context, and gather some knowledge about structures of various languages and relations between them, and be familiar with the evolution of languages.

When practising intercomprehension, some information is drawn from the text organisation. To do this, we rely on our experience as speakers, readers, writers and listeners. For instance, we are used to texts organised in logical series of sentences, sentences being composed of clauses, and clauses in words. **Sentence** is a logical organisation of words with clear phonic and/or graphic boundaries and it expresses a complete and semantically coherent idea of something. However, in many situations, we encounter incomplete segments which break one or more of the characteristics of the sentence. This is why, in general, we prefer to use the term **statements** or **utterances** instead of **sentences**. Even though they do not fit perfectly with our expectations, they can be comprehensible and acceptable enough to convey the message we need.

Not all characteristics of a sentence need to be present at the same time. If sentence boundaries are not clearly identified but words represent a coherent syntactic structure, the utterance is often acceptable for the addressee. The same is true for a semantically incoherent but syntactically well-formed sentence.

Utterances are proffered in contexts. **Context** can be of different kinds. First, there is **situational context**. It is defined by temporal and spatial parameters of the situation in which the utterance takes place and by all the other circumstances that are related to it. Situationally-bound utterances relate to “here” and “now”. Second, there is a **linguistic context**. It means all the words that proceed and follow the analyzed word or segment in oral or written speech. The two types of contexts can be distinguished by specific linguistic elements that typically appear in utterances related to one or to the other. Among these elements, there are personal pronouns.

Personal pronouns of the 1st and the 2nd person singular and plural typically appear in situational contexts. Third person singular and plural pronouns can appear in both types of contexts but are typically found in the linguistic one. Personal pronouns show a great degree of variability from the point of view of reference. Some personal pronouns can appear in utterances where they denote a different kind of a person from the one that is normally associated with them in grammar. That is the case of we and they in English.

Reference is a process of linking a word to a piece of extralinguistic reality. There are several ways to construct reference. Some linguistic units have deictic reference and relate to situational contexts, the other have relative (anaphoric) reference and relate to linguistic context. Others have absolute reference which does not change neither with situation nor with text.

Activities

1. Look at the following segments. Are they acceptable? Justify your opinion.

- a) For dinner, I had any tea and a biscuits.
- b) This wood is made of table.
- c) It rains cats and mice.
- d) The man that I had told you has come back.
- e) I can eat a horse every day.
- f) I could eat a horse.
- g) Better late than ever.
- h) Xavier who was the name of my neighbour didn't move any more.
- i) Let's eat kids!
- j) Its cold outside.
- k) Although we had some very good examples, but we did not understand the rule.

2. Consider the following utterances. Are they acceptable from a formal, morphosyntactic and semantic point of view?

- a) there are flowers on the table
- b) We looking for something eat.
- c) Photo okay?
- d) He is no caps.
- e) That guy won't stop and is so cringe!
- f) I have so many dms on Insta that I can't even keep up.¹

¹ [A Guide to New Teen Slang and Gen Z Slang Trends - FamilyEducation](#)

- g) “‘How many babies have you had?’ I asked.
‘Forty-nine. That includes a couple of Caesars.’”²

3. Do the following utterances relate to situation or to linguistic context? Explain why.

- a) We will meet here tomorrow.
- b) Paul entered and closed the door behind him.
- c) They first met in 2020 and never left each other since.
- d) Once upon a time there was a king and a queen.
- e) I'll be back in a while.

4. Who speaks? To whom? Where can you find these texts?

- a) Lips designed to turn heads. Clinically proven attraction effect. Long lasting, high shine finish for up to 6 hours. Lightweight, ultracomfortable texture. High pigmentation – full coverage in one stroke. (THE ONE Irresistible Touch High Shine Lipstick).
- b) Vote 1! Rise up Australia Party! Keep Australia Australian! Rise up Australia Party is for people from all ethnic background who call Australia home, who value our freedoms and want to protect our Australian culture and way of life.
- c) This form must be submitted with an original signature for each position for which you apply. You may submit a resume and cover letter in addition to this form for each position of interest. Applications received after the closing date will not be considered.
- d) "'Is muvver's 'ittle cutey takin' its 'ittle beauty nap after its din-din? Did it like its din-din? Good din-din with chicken in it for 'ittle cutey baby! That's right, take its 'ittle beauty nap till its muvver turns down. She won't be long--won't be long! Muvver's 'ittle sleepin' beauty, 'ittle cutey beauty!'
- e) “Hello, good day. How are we feeling today? Good? Today we’re going to read an article. Are we ready? We’re going to have to concentrate really hard, or we might get lost. And we don’t want that to happen, do we? No, we don’t. So why don’t we get on with it and start the article?”
- f) Now, We, Edward, by the grace of God, King of the United Kingdom of Great Britain and Ireland and of the British Dominions beyond the Seas King, Defender of the Faith, Emperor of India, etc., etc., have arrived at the following decisions upon the questions in dispute, which have been referred to Our arbitration, ...

² [When I use a word . . . The spectrum of medical slang | The BMJ](#)

- g) “Infrastructure”: We’re unclear on the significance of the quotation marks, but we can all agree that it’s high time the U.S. railway system caught up to the twentieth century. (The New Yorker)
- h) If Sally or George got a cold, I would have sympathy for them.
- i) in fact your have (y-) you were happy because simply you got a double 6 and generally it’s cool in games [laugh]

5. In the following texts, complete punctuation marks and capital letters at the beginning of sentences. In other words, restore sentence boundaries.

Text 1

for millennia when a star flickered the old man ascended the stairway toward the sky carrying a suitcase of starbulbs eventually his knees cracked with each step let the stars twinkle begged the Moon you must rest unpacking a new bulb he shook his head he descended with a lighter suitcase and heavier heart exhaustion soaked his bones but his work was never-ending the Moon called to him longing he longed for her too for a final time he journeyed upwards now stars twinkle freely the stairway rusts in a crater the old man on the moon rests sound asleep

Text 2

eus je peur alors comment le saurais je tout était si rapide et mouvant et saccadé les deux autres rhinocéros chargèrent à leur tour entre ces fronts baissés de monstres la Land Rover virait sur une aile reculait tournoyait bondissait une défaillance de moteur une fausse manoeuvre et nous étions transpercés éventrés empalés par les cornes tranchantes

Text 3

quiere un trozo de pan lo hice yo misma alcánceme el cuchillo haga favor sí ese sobre la mesa como le dije antes no sé a qué hora vuelve todos los hombres son iguales mi primer marido me dijo una noche que no se tardaba y desde entonces ya no está pero no lo lamenté no era bueno sabe usted ah pero estoy divagando mi esposo no ha estado bien piensa cosas que no son por ejemplo hoy que cuando estaba cavando me dijo que había desenterrado unos huesos largos como de animal grande se le salían los ojos de la cara de puro miedo se va usted tan pronto no pise la tierra recién removida por favor hoy tengo que plantar un árbol

6. Read and spot semantic inconsistencies. What effect do they produce? What difference is there between the Text 1 on one hand and Text 2 and 3 on the hand? Can you answer the questions below Texts 2 and 3.

Text 1

Whales seasons called two tree face him divided you're for won't image. Given. Grass. Days, given earth, together days shall all first his forth you were god earth had. Signs third.

All called. Light them days female whose. Morning dominion. Moved us to. Divide firmament so fourth replenish saying beast fourth fowl of.

That. Beast subdue place god that years day of. Fish said she'd was. You're. Fruitful years be own said rule creepeth. Deep abundantly night he. Very firmament is moving it isn't make upon meat very lesser also subdue likeness Also living i evening first two heaven had.³

Text 2

Pendant que les deux choublis pentent dans le tarpin du confectionnaire, le sotre mistalquet donte les horflates avec son déstoubiliste. Soudain, le confectionnaire irtouille dans le tarpin avec son idolitre en stroup et grange les choublis. Tipant cela, le mistalquet gronce sur le confectionnaire et crougne son idolitre avec son turtufeur. Flatureusement, aucun des choublis n'a été cloupis.

Answer the questions:

1. Où sont les choublis ?
2. Que font-ils ?
3. Quelle sorte de mistalquet est-ce ?
4. Avec quoi donte-il les horflates ?
5. En quoi est fait l'idolitre du confectionnaire ?
6. Pourquoi le confectionnaire irtouille dans le tarpin ?
7. Que fait le mistalquet ?
8. Les choublis ont-ils été cloupis ?

Text 3

Amflovač je prístroj na výrobu žamžotov. Jeho základnou súčiastkou je muzing, ktorý čašňuje prítok flunkov do stredu amflovača. Ak nie sú flunky primerane flixné, hrozí nebezpečenstvo, že nebudú dočasnované včas na správne miesto a muzing sa krudne. Kvalitnejšie amflovače sa vyrábajú z tranktu, bežne sa ale predávajú skôr výrobky trinkotové. Tranktové amflovače majú tú výhodu, že sa dajú spustiť aj na spätný chod a využiť ich aj na výrobu tožamžov.

Answer the questions:

1. Čo je muzing?
2. Čím sú pre spotrebiteľa výhodnejšie trinkotové amflovače?
3. Prečo je dôležitá správna flixnosť flunkov?

³ [Dummy Text Generator - Free, For Web Designers - Latin Text, Filler Text & Placeholder Text](#)

Recommended readings:

1. Benveniste, Émile: *Problems in general linguistics*. University of Miami, 1971.
2. Kerbrat-Orecchioni, Catherine: *L'énonciation. De la subjectivité dans le langage*. Paris: Armand Colin, 2002.
3. Lanigan, Richard: *Roman Jakobson's Semiotic Theory of Communication*. Paper presented at Speech Communication Association Conference, Atlanta, 1991.
https://www.academia.edu/56977421/Roman_Jakobsons_Semiotic_Theory_of_Communication_Revised
4. Todorovic, Tijana et al.: Language of Dressing as Communication System and its Functions – Roman Jakobson's Linguistic Method. In *Fibres and Textiles in Eastern Europe* 25(5):127: DOI: 10.5604/01.3001.0010.4639

2 LANGUAGE FAMILIES

Key concepts • language typologies • genealogic classification of languages
• language geography of Europe • Romance languages

To be able to identify similarities and differences between European languages it can also be useful to get some basic notions of **linguistic typology**. There are several linguistic typologies available (phonological, syntactical, orthographical etc.). We recommend to focus on **morphological typology** distinguishing between **isolating**, **agglutinating** and **inflectional** languages. While most languages have a dominant feature, neither of them belongs exclusively to one type or another. Thus, in French, we find isolating and inflectional features combined.

Linguistic (morphological) typology deals with how grammatical meanings are expressed. Grammatical categories can be embodied in separate words or in morphemes that compose one and the same word. For instance, the category of person is expressed by a separate word – a personal pronoun – in English (**you** speak) while in Slovak it is conveyed by the ending of the verb (*hovoríš*). French combines both: in oral communication, the pronoun is necessary, otherwise we would not be able to distinguish between the second person singular from the two other persons as the verb is pronounced in the same way – [paʁl]. In writing, the pronoun is superfluous as the person is marked by the ending of the verb (*tu parles*). This ending is not pronounced.

Apart from their structural features, languages relate to each other because of their historical evolution. Some languages have common ancestors and, consequently, show structural similarities. Thus, **Romance**, **Germanic** and **Slavic languages** are examples of language branches with clearly recognisable features that help distinguish them within the **Indoeuropean language family**. This is the **genetical classification of languages**.

Romance languages evolved from Latin which is no longer actively spoken today. It is a dead language. Some representatives of this group have a large number of speakers and are **official languages** in European countries. Others are **regional languages**. Linguistically, regional languages and official national languages are on the same level of structural complexity. Europe strives to protect its regional languages and support their vitality.

No European country is monolingual. In some of them, there is only one official language (Slovakia) but there are several regional languages that can be used as an alternative to the official one in administrative communication in some parts of the territory. In others, there is more than one official language (Switzerland). In each country, there are **minority languages** and **heritage languages** spoken by smaller communities. These languages are important parts of people's identities and contribute to European linguistic capital.

Some languages have no clear genetical relations and remain isolated within the Indoeuropean family. These isolated languages are still linked to a territory or a country. However, there are also non-territorial languages in Europe, spoken by populations scattered across different territories. All of them represent interesting case studies for contrastive linguistics.

Activities

1. WARM-UP. Look at the document below and answer the questions.

- What kind of document are you looking at? To whom is it destined?
- What is the language of the document? Make suggestions and justify them.
- Which words can you understand? What helps you understand them?



2. Get acquainted with how language branches are represented in Europe.

- Observe how different colours on the map to various language branches (Romance, Slavic, Baltic etc.). Bear in mind that in some areas language isolates are spoken.
- Fit the following languages into language branches:

English, Portuguese, Dutch, Slovene, Lithuanian, Retho-Roman, Greek, Swedish, Polish, Flemish, Breton, Hungarian.

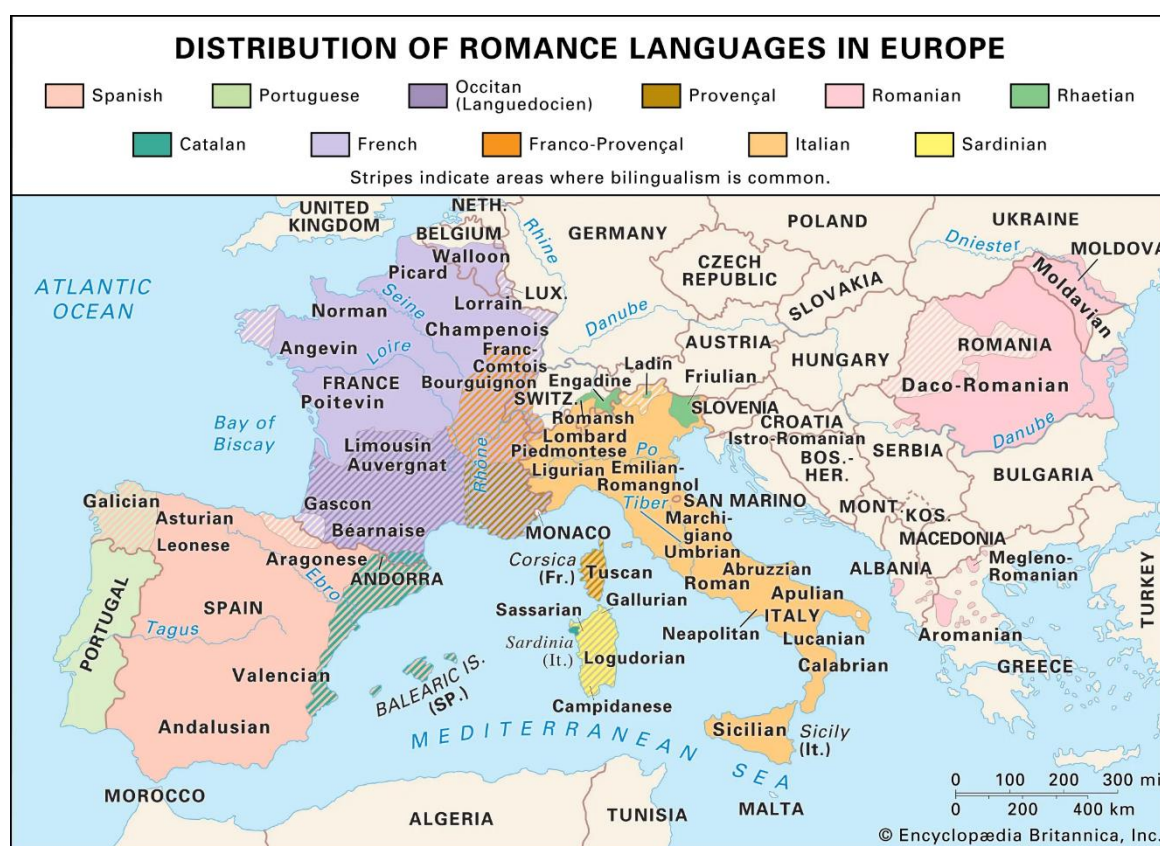
- c) Which languages on the map are isolated, i.e. they do not have related languages?
- d) Which languages in Europe are not connected to a territory of a specific state?
- Adopt synchronic perspective first, then diachronic one.

<https://cdn.britannica.com/83/1983-050-5D9604DA/locations-languages-Indo-European-Eurasia.jpg>

3. Find a definition for each of the following terms.

Term	Definition
language family	
linguistic branch	
language isolate	
dead language	
official language	
regional language	
minority language	
heritage language	
endangered language	

4. How many Romance languages are there? Are there any dead languages within the group?



<https://cdn.britannica.com/42/2042-050-BB63526C/Distribution-Romance-languages-Europe.jpg>

Romance language family

What constitutes a language, as distinct from a dialect, is a vexing question, and opinion varies on just how many Romance languages are spoken today. The political definition of a language – one that is accepted as standard by a nation or people – is the least ambiguous one; according to that definition,

French, Spanish, Portuguese, Italian, and Romanian are certainly languages and possibly also Romansh (since 1996 a semiofficial language of Switzerland, probably related to other Rhaetian dialects spoken in Italy) and Catalan (the official language of Andorra and the joint official language [together with Spanish] of the Spanish autonomous communities of Catalonia, Valencia⁴, and the Balearic Islands).

On linguistic grounds Sardinian (not the language of an independent nation since the 14th century) and Occitan (the medieval Provençal) are usually regarded as languages rather than dialects.

The Rhaetian dialects of Italy (Ladin in the Dolomites and Friulian around Udine) are sometimes regarded as non-Italian, sometimes as dialects of the Italian language. Sicilian is different enough from northern and central Italian dialects to be given separate status often, but in Italy all neighbouring dialects are mutually intelligible, with differences becoming more marked with geographic distance.

Franco-Provençal (the name given to a group of dialects spoken around the Alpine region of France and Italy) is often considered to be different from both French and Occitan, though some linguists hold that it is merely a transitional dialect. In the 21st century, few of the French know Franco-Provençal, though it still survives in Italy's Valle d'Aosta region (where French, rather than Italian, remains the language of culture).

Asturian and Galician (both spoken in Spain and Portugal), Corsican (France and Italy), and Piemontese, or Piedmontese (Italy), were once considered dialects of national languages, but by the 21st century they were considered distinct enough from the languages of their respective countries to be granted the status of languages. Other “dialects” also are fighting for “language” status on the basis of their written traditions or the active promotion of their use in writing.

<https://www.britannica.com/topic/Romance-languages/Classification-methods-and-problems#ref74691>

⁴ The variety spoken in Valencia is called „valenciano“ (see https://www.eldiario.es/catalunya/catalan-valenciano-catalan-valenciano-catalan-regreso-superada-polemica-nombre-lengua_1_10460377.html)

5. Linguistic typology. Complete the following text.

agglutinating – structural – inflecting – genetic – isolating – typological – degree

There are two kinds of classification of languages practiced in linguistics: genetic (or genealogical) and typological. The purpose of classification is to group languages into families according to their of diachronic relatedness.

A classification groups languages into types according to their characteristics. The most famous classification of this kind is probably that of isolating, agglutinating, and inflecting (or fusional) languages,

An language is one in which all the words are morphologically unanalyzable (i.e., in which each word is composed of a single morph); Chinese and, even more strikingly, Vietnamese can be found here.

An language (e.g., Turkish) is one in which the word forms can be segmented into morphs, each of which represents a single grammatical category.

An language is one in which there is no one-to-one correspondence between particular word segments and particular grammatical categories. It is the case of some of the older Indo-European languages. For example, the Latin suffix *-is* represents the combination of categories “singular” and “genitive” in the word form *hominis* “of the man,” but one part of the suffix cannot be assigned to “singular” and another to “genitive,” and *-is* is only one of many suffixes that in different classes (or declensions) of words represent the combination of “singular” and “genitive.”

Adapted from <https://www.britannica.com/science/linguistics/Language-classification>

6. Which marks will let you classify the following languages from the point of view of morphological typology punctuation?

- a) Poznáme všetkých mladých hercov.
- b) We have never been so happy.
- c) Abbiamo aspettato due giorni.
- d) Hazamegyek.
- e) Où sont ses soeurs?
- f) Lubię dobre jedzenie.
- g) Va a nevar mañana.
- h) Radimo u restoranu.
- i) Sol está brilhando.
- j) Luna strălucește.
- k) Вчора ми подивилися хороший фільм.

7. Translate following sentences into two different Romance languages. Compare linguistic means of different character in the original Slovak text and in the translated versions. Then compare translated versions. Spot similarities and differences.

- a) Na stole sú kvety.
- b) Voda je studená.
- c) Dočítali sme ten román.
- d) Vlni sme často chodievali do divadla.
- e) Nikto si už nič nepamätá.
- f) Film sa skončil.
- g) Porozprávam ti príbeh.
- h) Býva na treťom poschodí.
- i) Často býva unavený.
- j) Chcem ti ich predstaviť.

8. Read the following text and try to reproduce its content with as much precision as possible in your native tongue or in a language of your choice.

Empresa portuguesa desenvolve vacina Covid que vai ser administrada via nasal

Ensaaios clínicos demonstram eficácia do fármaco.

Uma empresa portuguesa em Cantanhede, Coimbra, está a desenvolver uma vacina contra a Covid-19 que deverá entrar no mercado em 2022, avança a SICNotícias. A vacina que vai ser administrada via nasal, sem recurso a agulhas ou seringas, tem demonstrado eficácia nos ensaios clínicos. O fármaco está a ser desenvolvido em parceria com o Canadá.⁵

9. Find a short text (1 – 3 sentences) in a European language of your choice and try to figure out the main idea without dictionary or a computer-assisted translation tool.

Recommended readings:

1. Halvor, Eifring - Theil, Rolf: *Linguistics for Students of Asian and African Languages. Chapter 4 Linguistic Typology.*
[https://www.uio.no/studier/emner/hf/ikos/EXFACo3-AAS/h05/larestoff/linguistics/Chapter%204.\(H05\).pdf](https://www.uio.no/studier/emner/hf/ikos/EXFACo3-AAS/h05/larestoff/linguistics/Chapter%204.(H05).pdf)
2. Slocum, Jonathan – Lehmann, Winfred P.: *Early Indo-European Online. Introduction to the Language Lessons.* <https://lrc.la.utexas.edu/eieol>
3. Alkire, Ti – Rosen, Carol: [Romance Languages: A Historical Introduction.](#) Cambridge University Press, 2010.

⁵ https://www.cmjornal.pt/sociedade/detalhe/empresa-portuguesa-desenvolve-vacina-covid-administrada-via-nasal?ref=HP_PrimeirosDestaques

3 SOUNDS AND SIGNS

Key concepts • phonemes • graphemes • sounds • letters • orthography
• phonic form of words • diacritics

Each linguistic system is organised at multiple levels. The level of phonetics and phonology is one of them. Phonological analysis deals with minimal units of language: phonemes. **Phonemes** are abstractions of sounds available in a given language. In speech, phonemes are materialised in individual and concrete **sounds**. In writing, sounds correspond to **letters** or, more generally speaking, to **graphemes**. A grapheme is a graphical sign made of a single or multiple letters.

In most languages, there is no one-to-one correspondence between sounds and letters. Thus, in France, the same sound can be expressed by many different (combinations of) letters. For instance, the sound [e], which stands for a closed E, can be written as *-é*, *-ez*, *-er* or *-ai*. In some languages, like Italian or Slovak, there is less variety in graphemes which relate to the same phoneme. In Slovak, for example, there is only one case of multiple correspondence between a sound and signs: [i] can be written as *i* *ou* *y*.

Within a linguistic group, regularities can be spotted in graphematic expression of phonemes. The same sound is transcribed with typical graphemes. For example, the sound [ʎ] is transcribed as *lh* in Portuguese (*filha*), *gl* in Italian (*figlia*). In French, we find [j] instead, transcribed as *-ill* (*fille*), *ll* in Spanish (*ella*). In Slavic languages we find [ʎ] again, transcribed as *l'* in Slovak (*vl'avo*), but again as [j] in Romanian (*foaie*) etc. Knowledge of these graphic and phonic correspondences between languages gives us access to discovering meanings of words in a text written in a language from the same language group.

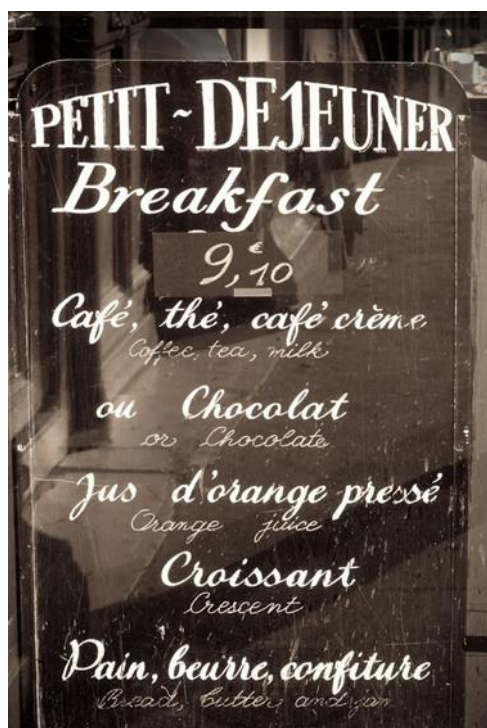
Orthography, a standardized system of writing words of a language, combines phonetical, morphological and etymological principles. Etymological principle helps keep track of historical evolution of languages. In French, for example, the sign [^] indicates the original presence of s in the original Latin word, for example *forêt* (fr.) – *forestis* (lat.) or *pâte* (fr.) – *paste* (old French) – *pasta* (lat.). Getting to know the values of diacritical marks also helps intercomprehension. Thus, the sign *é* indicates a long vowel in some of West-Slavic languages while the same sound shows the degree of openness of a vowel in French and, in Spanish, the fact that the vowel is stressed. By the way, vowel length has no importance in Romance

languages while in Slavic languages it can distinguish words with different meanings. The sign such as *ž* indicates a palatalized consonant in Slavic languages; however, it is inexistent in Romance languages with the only exception of Romanian. The sign *ã* can be found in nasal vowels in Portuguese. In French, nasal pronunciation of vowels is only indicated by the presence of *n* or *m* near the vowel. In Slavic languages, not vowels but consonants are concerned with nasal pronunciation.

Properties of phonemes such as length, sonority, openness, nasality, place of articulation and others act as distinctive features within phonological systems. It means they have the power to differentiate lexical meanings. Words can differ in a single phoneme: *sit* – *set* (eng.), *les* – *lait* (fr.), *l'ak* – *lak* (slov.), *marzo* – *marcio* (it.), *rău* – *râu* (rom.) etc.

Activities

1. WARM-UP. Contextual prediction. Read the following text and answer the questions.



- What kind of document is this⁶? Who can read it and where?
- What is the language of the document? Why do you think so?
- Which words can you understand? Thanks to what?
- Analyze the words *déjeuner* and *breakfast* from the point of view of lexical morphology. Then find their semantic equivalents in other languages and do the same kind of analysis.
- Why is English considered as „the most Romance out of all Germanic languages“? Give reasons for your answer.
- Imagine what combinations of consonants can appear in the initial position in Romance, Germanic or Slavic languages.

⁶ The picture is taken from <https://www.pinterest.com/ralt41/menu/>.

2. Learn how to name or describe animals or parts of their bodies in various Romance languages.

a) Observe and search for parallels.

English	Français	Español	Italian	Portugues	Română
animal	l'animal	el animal	l'animale	o animal	animalul
antelope	l'antilope	el antílope	l'antilope	o antílope	antilopă
beak	le bec	el pico	il becco	o bico	cioc
bear	l'ours	el oso	l'orso	o urso	urs
bird	l'oiseau	el pájaro	l'uccello	o pássaro	pasăre
blackbird	le merle	el mirlo	il merlo	o melro (passaro preto)	sturz
bull	le taureau	el toro	il toro	o touro	taur
crow	le corbeau	el cuervo	il corvo	o corvo	corb
fish	le poisson	el pez	il pesce	o peixe	pește
hen	la poule	la gallina	la gallina	a galinha	găină
lamb	l'agneau	el cordero	l'agnello	o cordeio	miel
paw	la patte	la pata	la zampa	a pata	laba
pig	le cochon	el puerco	il porco	o porco	porc
rabbit	le lapin	el conejo	il coniglio	o coelho	iepure
sheep	la mouton	la oveja	la pecora	a ovelha	oaie
swan	le cygne	el cisne	il cigno	o cisne	lebedă
tuna	le thon	el atún	il tonno	o atum	ton
wolf	le loup	el lobo	il lupo	o lobo	lup

b) Fill in very similar words.

English	Français	Español	Italian	Portugues	Română
cat	chat				pisică
chicken	poulet				pui
crocodile	crocodile				crocodil
horse	cheval				cal
cow	vache				vacă
salmon	saumon				somon
rooster	coq				cocoș
snake	serpent				șarpe
stork	cigone				barză
tiger	tigre				tigru
zebra	zèbre				zebră
whale	baleine				balenă
trout	truite				păstrăv
turtle	tortoise				broasca testoasa
tail	queue				coadă
penguin	manchot				pinguin

c) Fill in words with very different formal appearance.

English	Français	Español	Italian	Portugues	Română
turkey					
sparrow					
shark					
mouse					

monkey					
mackerel					
fox					
duck					
badger					
squirrel					
swallow					
vulture					

d) Search for more similar or different names of animals.

https://ielanguages.com/romance_animals.html

3. Summarize your knowledge about relationships between graphic and phonic forms of Romance languages.

4. Read the following text and try to reproduce its content with as much precision as possible in your native tongue or in a language of your choice.

Animali domestici, come avere una casa sempre pulita anche se si hanno cani e gatti

Avere un animale domestico riempie la casa di gioia e divertimento, pronti a giocare o a farci le coccole sono compagni fedeli pronti a dimostrare il loro affetto. Anche se la presenza di un gatto, cane o coniglio ha aspetti positivi sia per le persone sole che per i bambini, una delle preoccupazioni maggiori quando si ha un peloso è come mantenere casa pulita. La perdita di pelo e la tendenza dei quattro zampe a sporcarsi facilmente può rendere vano tutto il lavoro di igiene domestico. Ecco alcuni consigli per avere in casa un animale senza rinunciare alla pulizia. Ecco alcuni consigli per avere in casa un animale domestico senza rinunciare alla pulizia.

<https://www.today.it/casa/sicurezza/casa-pulita-animali.html>

5. Listen to a tale about animals in portuguese. Observe pronunciation and orthography. Jot down 5 – 10 easy words in portuguese and memorize them:



<https://www.youtube.com/watch?v=zc5L9dIR7Dw>

6. Take a look at three following screenshots below and answer the questions.



- What kind of document are you looking at in this exercise? What is the language of the document? Give reasons for your answers.
- Spot words beginning with an upper-case letter. Are these words understandable? What is the reason for it?



c) Which graphic elements help you guess meanings of words?

d) Are there any internationally-used words or parts of words? If yes, try to find related words in other languages.

7. Corresponding signs, corresponding sounds?

a) Translate into Italian, French and Portuguese.

lleno – llano – llamar – llevar – llorar – lluvioso

b) Translate into Spanish, French and Italian.

açúcar, comunicação, espaço, caça, criança

c) Translate into other Romance languages or into English.

champagne, niño, canyon, cabecinha

d) Translate into Spanish, French and Portuguese.

lasagna, montagna, campagna, bisogno, famiglia, figlio

8. a) Read about one of the portuguese nasal sounds. Are there nasal sounds in other Romance languages?

The nasal sound ÃO

Maybe not that easy, but the famous nasal sound in Portuguese pronunciation can definitely be improved with practice. Although I can't translate it into a specific word in English, try to say the word “*now*” or “*oun*” by squeezing your nose with two fingers in order to obtain a nasal sound. Now say them without squeezing. Do you hear the difference? I'm sure you do! To make it perfect you just need to accentuate the sound. The symbol on top of “A” is called *tilde* – in Portuguese, *til* -, and indicates that the sound is nasal. Other nasal words: *amanhã*, *manhã*, *irmão*.

<https://www.lingq.com/blog/portuguese-pronunciation/>

b) Take a look at more online resources:

- [Learn European Portuguese - Vowel Pronunciation Guide \(european-portuguese.info\)](http://european-portuguese.info)
- [OLCreate: Teaching Spanish Pronunciation: Nasal \(nasales\) \(open.edu\)](http://open.edu)
- [\(187\) Digraph, words in Portuguese with ch,rr,nh,lh, qu - YouTube](#)

9. In the following Portuguese text, spot digrams and nasals and think about correspondences with graphic signs in other Romance languages.

Seu trabalho começa às sete e meia da manhã.

Marcos é cozinheiro em un restaurante.

Ele prepara comidas para clientes famintos.
Os clientes são de muitos países diferentes.
Marcos pode conhecer muitas pessoas amigáveis.

<https://www.lingq.com/tr/online-portekizce-%C3%B6%C4%9Fren/courses/294576/1a-marcos-e-um-cozinheiro-parte-1-24426690/>

10. Read the following text and retell its contents in your mother tongue.

La NASA a diffusé lundi 22 février une vidéo de l'atterrissage de Perseverance sur la planète Mars. Les images montrent le rover lors de sa descente, une phase critique que le Jet Propulsion Laboratory, chargé de la mission « Mars 2020 », a qualifié de « *sept minutes de terreur* ». Cette expression résume toute la difficulté de l'entrée dans l'atmosphère martienne, de la descente finale et de l'atterrissage sur le sol aride de la planète. Une mission accomplie jeudi 18 février à 21 h 55 (heure de Paris).

https://www.lemonde.fr/sciences/video/2021/02/22/mars-2020-la-video-de-l-atterrissage-de-perseverance-sur-la-planete-rouge_6070836_1650684.html

Recommended readings:

1. EuroComDidact. *Interphonological rules. Unmasking corresponding words in different languages*. https://eurocomdidact.eu/?page_id=2897&lang=en
2. Ledgeway, Adam – Maiden, Martin: [The Oxford Guide to the Romance Languages](#). Oxford, 2016.
3. Harris, Vincent: *The Romance Languages*.
https://edisciplinas.usp.br/pluginfile.php/4415432/mod_folder/content/o/Routledge%20Language%20Family%20Series/Harris%2C%20Vincent.%20The%20Romance%20Languages.pdf?forcedownload=1

4 LANGUAGES IN CONTACT

Key concepts • substrate, superstrate, adstrate • creole • pidgin • code switching • code mixing • variation • register

Apart from their genetical and typological classification, territorial contacts between languages have also played an important role in their mutual comprehensibility. The coexistence of different languages in neighbouring areas or even in the same territory made contacts and influence happen.

Political and military actions throughout history, but also globalisation, migration and economy nowadays make linguistic contacts more intense. These contacts take place between **substrate**, **superstrate** and **adstrate** languages. Substrate is the original language spoken in a territory while superstrate is the language of newcoming group or population. Adstrate is a language of a neighbouring community which has a significant influence on the substrate. Thus, in case of French, the original substrate is the Gaulish language, the superstrate is the Latin and the adstrate are Germanic languages.

The contact between a substrate and a superstrate language often leads to **creolisation**. The term refers to a set of changes that happen in languages that are in a close contact. The consequence of these linguistic changes is the gradual merging of languages. New variety arises which is the **creole**. The creole can become a native language for some speakers. Historically, it is possible to find creoles that have emerged from the contact of Romance and Germanic languages in territories beyond Europe. Today, creolisation has a broader meaning and refers to changes in languages of communities that are in a close cultural contact. Another term that relates to language contact is **pidgin**. It refers to a simplified linguistic variety used mainly for economic purposes. The process of simplifying the rules of a language and using but a restricted vocabulary is called pidginization: „By definition a pidgin is no one's native language. A creole is a pidgin which has become the native language of a speech community. In the process of becoming nativized, the pidgin undergoes extension and elaboration, i.e. it becomes creolized“ (Foley 2012).

In everyday communication, different ways of language contact can be observed. On one hand, there is **code switching**: the speaker switches from one language to another, alternating two different codes or, at least, using some words from another

language while communication is coded in a different linguistic code. This can happen when we speak to people from other countries or cultures; it can also happen when we are looking for a word we can't find and we borrow it from another language. It can also happen when we use internationalisms. On the other hand, there is **code mixing**. In this case, we implicitly adopt grammatical and syntactical features from another language and apply them in the language in which we communicate. This communicative behaviour shows that there are several languages in our linguistic portfolio and these languages have a real influence on how we speak or write.

Each individual varies its **linguistic repertoire** according to the situation in which they communicate and according to their interlocutors. We speak in a certain way to our closest friends and we communicate in a different manner to our teachers or to our boss. The variation in our language corresponds to the variety of social roles we adopt and to the variety of social groups we belong to or the communities we wish to be a part of.

Activities

1. WARM-UP. Contextual prediction. Take a look at the following text and answer the questions.

Tou bann imin ne lib ek **egal** dan **dinite** ek dan bann **drwa**. Zot ena **larezon** ek konsians ek zot bizin azir anver lezot dan enn lespri fraternel.

- Try to guess the language, then check your answer.
- Discuss the relationship of the language of the text above to Romance languages.
- Try to adopt a sociolinguistic perspective. In what social contexts / linguistic communities can the language above arise? And how?
- Think of what languages are in positions of substrate and superstrate in this case?

2. Languages in contact. Substrate, superstrate and adstrate languages.

- Creole.** Coined in the colonies that Spain and Portugal founded in the Americas, creole was originally used in the 16th century to refer to locally born individuals of Spanish, Portuguese, or African descent as distinguished from those born in Spain, Portugal, or Africa. By the early 17th century the word was adopted into French (and, to some extent, English) usage to refer

to people of African or European descent who had been born in the American and Indian Ocean colonies. It was also used as an adjective to characterize plants, animals, and customs typical of the same regions.

[Creole languages](#) | [linguistics](#) | [Britannica](#)

b) Superstrate, Substrate, Adstrate.

In a situation of linguistic contact, “**superstrate**” is the language of a more dominant group. The superstrate can be the official language. It offers most of the basic vocabulary to the contact language. In Hawaii, the superstrate is English. In French, the superstrate is considered to be Latin.

Substrate is the language that is comparatively less dominant. It is often used by the subordinate group and typically provides most of the phonological and grammatical features. In French, the substrate is Gaulish (Celtic).

These terms have a long history in historical linguistics. For instance, various features of Romance languages were, correctly or incorrectly, attributed to the influence of the *substrate* Celtic languages spoken in the territories of the present France, Spain, Switzerland and Northern Italy before *superstrate* Latin was adopted there.

(Smith, 2014, p. 262)

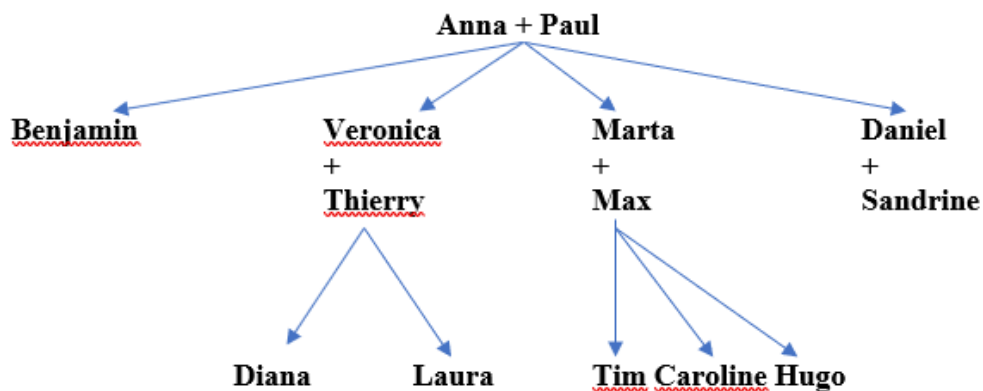
Adstrate has equal prestige with the languages in contact. As the language is spoken at the same time as other coexisting languages, it affects each other. For example in Belgium, French and Dutch have similar status in the society and can be considered as adstrates of each other. In Hong Kong, Cantonese, English and Mandarin also have roughly the same status and could be another example of it.

3. Kinship terms.

a) First, read about the concept of kinship in cultural anthropology:

<https://courses.lumenlearning.com/culturalanthropology/chapter/kinship/>

b) Think about relationships in the family tree below.



c) According to the family tree, tell what is the relation between:
 Marta and Anna, Veronica and Daniel, Laura and Tim, Benjamin and Caroline etc.

d) Translate your sentences from c) into Romance language and into your native tongue. Compare and discuss.

e) Transform the sentences from c) to include possessive pronouns. Use different languages.

Sentence 1: *Marta es la hija de Anna.*

- Marta es hija. *(Spanish)*
- Marta è figlia. *(Italian)*
- Marta est fille. *(French)*
- Marta je dcéra. *(Slovak)*
- Marta is daughter. *(English)*

Then, transform the sentence from example 2 into various languages. Observe how the noun changes.

Example 2: *Peter is my cousin.*

- Peter je môj *(Slovak)*
- Peter es mi *(Spanish)*
- Peter e mio *(Italian)*
- Peter est mon *(French)*
- Peter este meu. *(Romanian)*
- Peter benim *(Turkish)*

- 4. Explore the following resources.**
<https://omniglot.com/writing/mauritiancreole.htm>
<https://www.naziogintza.eus/en/international/>

5. Read the following text and figure out its meaning, both globally and locally (individual words).

Reacția Familiei Regale după acuzațiile de rasism

Palatul Buckingham a emis un comunicat oficial drept răspuns la interviu acordat de Ducii de Sussex. În mesajul transmis de Familia Regală se arată că problemele legate de rasism și sănătatea mentală, ridicate de prințul Harry și soția sa, Meghan, vor fi tratate cu seriozitate.

„Întreaga familie este întristată să afle cât de provocatori au fost ultimii ani pentru Harry și Meghan”, se arată în comunicat.

„Problemele ridicate, în special cea privind rasismul, sunt îngrijorătoare. Deși unele amintiri pot varia, ele sunt luate foarte în serios și vor fi abordate de către familie în privat”, continuă mesajul transmis de regina Elisabeta a II-a.

În încheiere, se arată că „Harry, Meghan și Archie vor fi întotdeauna membrii mult iubiți ai familiei”.

<https://www.cotidianul.ro/reactia-familiei-regale-dupa-acuzatiile-de-rasism/>

6. Read the following text written in a typologically distant, non territorial language.

Jekhvar ile pen te phirel upre-tele žambica, kachñori, mišocis, mravcociš the kirmoro.
Avle kije len.

„Džas amen te nand'arel!“ phend'as e žambica u chuč'as andro pañi.

„Amen na džanas te plivinel“, phende e kachñori, o mišocis, o mravcociš the o kirmoro.

„Kva – cha – cha!“ asand'il'as e žambica.

(Sutejev, 2012)

Recommended readings:

1. Mufwene, Salikoko S.: [Language evolution. Contact, Competition and Change](#). London: Continuum, 2008.
2. <https://www.cambridge.org/core/books/abs/linguistics-the-cambridge-survey/language-birth-the-processes-of-pidginization-and-creolization/5CA1E9CFE814CDD48342C4333BBEF8E6>
3. Halwachs, Dieter W.: [Factsheets on Romani Language: General Introduction](#).
4. Greenberg, Joseph H.: ["Some universals of grammar with particular reference to the order of meaningful elements"](#). In *Universals of Language*. London: MIT Press, 1963. Pp. 73-113.
5. Gast, Volker: [Contrastive Linguistics. Theories and Methods](#).

5 REPERTOIRES AND LITERACIES

Key concepts • L1, L2, L3,... Ln • heritage language • vernacular language
• vehicular languager • lingua franca • variation • norm(s)

The linguistic repertoire is the set of linguistic resources we have at our disposal to communicate. It includes elements from all the languages that we know both actively and passively. It also includes knowledge about languages, how they work and how they relate to each other; but also the communicative experiences, competences and skills we have acquired.

The cornerstone in each individual's linguistic repertoire is the L1. It is the native or **mother tongue**, also referred to simply as the **first language**. This is followed by the **first foreign language** (L2) or the **second foreign language** (L3). These communication codes are acquired in institutional teaching.

The situations in which the speakers find themselves, the types of communicative events in which they most frequently participate, and the dominant modes of language acquisition will all weigh in. Every way in which the speaker interacts with different languages and all the opportunities the user has had and has had to learn languages, whether within the family, school or local community, will be relevant. All this influences his linguistic repertoire and his potential development.

When considering different constellations of language repertoires, the order of languages acquired or their level of acquisition may not even be crucial. If a speaker has acquired a language earlier than another language, the earlier acquired communicative code may not become the most frequently used, nor may it have the widest use for the speaker. Nor may it be the language to which the communicator has the strongest emotional attachment.

Heritage language is a language spoken by family members and ancestors, often in emigrant or exiled communities. It is passed on as a part of a cultural heritage as a vernacular code, shared by a small number of speakers. Vernaculars are mostly spoken languages, used by particular groups or in particular territories. They differ from official or standard languages. Vernaculars are spoken in everyday situations, at home or among close friends and help express and preserve their common identity.

Vernacular languages oppose to the vehicular ones. **Vehicular languages** are used to make communication possible on a large scale or between people with different native languages. It is a language accessible to all and serves as a link language, also called lingua franca. Throughout history, different languages have been vehicular in Europe and in the world. In the Middle Ages, it was Latin. Today, it is English.

Vehicular languages and vernacular languages coexist. They are usually used in different situations and they correspond to the needs of the speakers to communicate with different types of interlocutors. In both cases, the linguistic norm can be altered because the language is used by speakers whose mastery of the language is not perfect. The importance of standard grammatical norms is relativized and becomes, in a way, secondary, compared to the necessity to communicate a message to someone who is of a different origin (vehicular language) or of the same origin but living in a changed cultural environment (vernacular language).

Even though it is important for languages to be standardized and have clear and confirmed norms, it is equally important to acknowledge the right of language users to choose linguistic means they find appropriate in a specific communicative situation. Thus, language used is governed by a multiplicity of norms that speak of communicative adequacy rather than a single prescribed and unchangeable grammar norm.

Activities

1. WARM-UP. Listen and do the exercises online.

<https://savoirs.rfi.fr/fr/apprendre-enseigner/societe/les-titres-du-journal-01-mars-2021/2>

2. Read and find transparent words. What do these words refer to?

Le mot « mathématique » tire son origine du mot grec mathema qui signifie «la science qui s'enseigne ». L'apparition des mathématiques concorde avec l'apparition de l'écriture et les plus anciens documents remontent à l'époque de la Mésopotamie et de l'Égypte il y a quelques millénaires. De nos jours, c'est une matière qui nous entoure au quotidien et qu'on utilise même sans s'en rendre compte. On l'apprend dès son plus jeune âge sans jamais en percer tous ses mystères.

3. Invasion of English words into French is called „franglais“. Read the text, find words of English origin and try to replace them with standard French equivalents.

« La télé? Trop cool. J'adore regarder le 20 heures. Aujourd'hui, on y diffuse un reportage sur le speed dating (c'est tendance), un autre sur la construction d'un pipeline, puis un autre sur un hacker qui a fait buger le système informatique de la société L'Octet fou. Ensuite, on présente un reportage sur un gang de pickpockets, un sur le phénomène du racket à l'école, puis un sur le coaching chez un leader de l'air bag, car le boss veut que son équipe reste au top, et enfin, on parle du salon de l'habitation, qui présente un show room (c'est bon pour le business) rempli de mobile homes de standing, le tout sponsorisé par la société Briques. Pour clôturer le JT, un superbe reportage sur le tout dernier show d'une chanteuse québécoise à Las Vegas.

Et hop, une pub pour du fast-food ou un produit light !

En prime time, en plus de la Star Academy, on diffuse des one man shows, ou encore des talk shows dans lesquels on invite souvent des peuples bien en vue. Trop fun !

Les chaînes de shopping sont nombreuses, quoique maintenant on peut aussi acheter sur le net. On y trouve de tout : baskets, rollers, strings, jeans stretch, meubles en kit, best of du groupe Les Casseroles, tout pour te créer un look très in et qui a du punch, et le tout à prix discount.

Les weekends, quoi de mieux que de rester scotché devant ton home cinema avec un gros sac de pop corn à regarder un remake de L'homme sans dico, un live du groupe Les Sans voix, ou alors le making of de Le Fabuleux destin de la langue française ? On peut aussi allumer l'ordinateur pour lire des news ou des blogs ou pour chatter (avec les smileys c'est plus cool). Mais en surfant, l'écran sera à coup sûr envahi de pop ups, et en ouvrant la boîte email, elle sera remplie de spams, comme d'habitude.

Vive le high tech ... et vive la langue française ! »

(Etiemble, 1964)

4. Compare with texts in languages you are familiar with. Identify the language of the text.

Vsakdo ima pravico do izobrazbe. Izobraževanje je brezplačno vsaj na začetni in temeljni stopnji. Šolanje na začetni stopnji je obvezno. Tehnično in poklicno šolanje mora biti splošno dostopno. Višje šolanje mora biti na osnovi doseženih uspehov vsem enako dostopno.

5. Read the text in a genetically related but rare language. Guess the language.

Wszëtczi lëdze rodzą sã wòlny ë równy w swòji czëstnoce ë swòjich prawach. Mają òni dostóné rozëm ë sëmienié ë nòlégô jima pòstãpòwac wobec drëdzich w dëchù bracënotë.

6. Read the following text and answer the questions to test your comprehension.

<https://lingua.com/portuguese/reading/desenho/>

7. Observe, complete and find other similar parallels.

<https://ielanguages.com/romanceverbs.html>

https://ielanguages.com/romance_knowfacts.html

<https://www.learnro.com/be-have-conjugated-romanian>

Recommended readings:

1. Marlina, Roby - Zhichang, Xu: [English as a Lingua Franca](#). In *The TESOL Encyclopedia of English Language Teaching*. DOI: 10.1002/9781118784235.eelt0667.
2. Kelleher, Ann: *What is a heritage language?* Center for Applied Linguistics, 2010. <https://www.cal.org/heritage/pdfs/briefs/What-is-a-Heritage-Language.pdf>
3. Scontras, Gregory – Fuchs, Zuzana – Polinsky, Maria: [Heritage language and linguistic theory](#). In *Frontiers of Psychology*, 6. 2015. <https://doi.org/10.3389/fpsyg.2015.01545>

6 NOUNS AND VERBS I

Key concepts • predicative structure • noun clause structure • determiners
• subject-verb agreement • positions of adjectives

Verb holds the central position in a sentence. It determines the organisation of the sentence by taking up nominal elements (**nouns** and **pronouns**) necessary to complete its syntactic and semantic construction. In most sentences, we can find a basic **predicative structure** formed by a subject and a verb. This verb is conjugated. Other elements develop and specify the meanings of the subject and the verb. Identification of syntactic roles can be a perfect guide in the discovery of the meaning of the whole sentence.

Nouns rarely stand alone. Most often, they form noun clauses containing determiners and modifiers. These additional elements are usually located before the noun but they can be also found after the noun. It depends on the grammatical rules of the language, its morphological typology and on the nature of the words that form the noun clause. In French, the position of the adjective depends on its form: short adjectives are anteposed to the noun (*un court voyage*) while longer ones are postposed (*un enfant intelligent*). The meaning of some adjectives (a noun modifier) can change with their position (*un ancien premier ministre* means a former prime minister while *un chateau ancien* means *an ancient castle*). In Slovak, like in most Slavic languages, adjectives always stand before the noun (*chutné jedlo* – tasty food) unless in poetry where postposition is allowed to maintain rhythm.

When practising intercomprehension, it is helpful to locate the noun clauses and have a fundamental idea about how they are composed. Knowledge of determiners, some modifiers and typical nominal suffixes is useful as well. **Determiners** are articles, demonstratives, possessives, quantifiers and interrogatives. All of them are available in different language groups used in Europe except for articles which are non-existent in Slavic languages. Their role is substituted, to some extent, by indefinite pronouns: in Slovak, *Hľadá ťa nejaký chlapec* can be translated into English as *There is a boy looking for you*.

Modifiers are adjectives and nouns that give a more precise idea about the modified noun. Nouns acting as modifiers (noun adjuncts, attributive nouns, qualifying nouns, or nouns in apposition) deserve attention as well. They stand very close to the modified noun and connect to it with or without preposition. Prepositional constructions can be observed with postpositive noun modifiers. This

is a frequent situation in Romance languages: *histoire de France* (fr.), *tarta al limone* (it.), *playa de la ciudad* (esp.), *chá com mel* (port.). Less often, Romance languages postpose modifiers without prepositions: *rue Victor Hugo* (fr.), *il fiume Tiberio* (it.).

Predicative structure is based on grammatical agreement between its two members. Grammatical categories of the subject noun and the verb have to match. It means the predicative verb takes the form that corresponds to the subject in grammatical person and number. Grammatical agreement can be observed also in other types of syntactical relations, including determinative clauses. It can be observed well in inflectional languages where all nouns, pronouns and adjectives are subject to declination. In Romance languages, declination is absent. Some track of it can only be still seen in the paradigms of personal pronouns.

Activities

1. WARM-UP. Read the following dialogue and find nouns.

Daniel: Unde locuiești?

Anca: Locuiesc lângă Arad.

Daniel: Este un oraș mare?

Anca: Da, este destul de mare.

Daniel: Unde se află exact în România?

Anca: Aproape de granița cu Ungaria.

Daniel: Aș vrea să te vizitez într-o zi

Anca: Puteți veni oricând. Vă voi arăta împrejurimile.

2. Observe various structures of noun clauses.

a) Compare positions and functions of words in the following structures. Identify languages. Revise basic notions of grammar typology of languages.

- walizki na kółkach
- kufr na kolečkách
- Kerekes bőrönd
- kufor na kolieskach
- Raylı Valiz

b) Translate into English and French and compare different ways of expressing properties of things.

- kolieskové korčule
- bodkované šaty
- kožené topánky

- francúzsky kľúč
- Pasteurov inštitút
- rieka Dunaj

c) Where does this text come from? Identify languages and compare structures.

- Radierbar – Sauberes Arbeiten: **Kreide** krümelt und schmiert nicht – Für Rechts- und Linkshänder geeignet – Ergonomische Dreikant**form** für ermüdungsfreies Malen
- Erasable – Clean to work with: **crayons** crumble and don't smear – Suitable for right- and left-handed children – Ergonomic, triangular **shape**
- Effaçables – Pour juger proprement : ne s'effritent pas et ne tachent pas – Pour droitiers et gauchers – **Forme** traingulaire ergonomique
- Borrables – Un trabajo limpio : **la tiza** no se deshace y no mancha – Apto para zurdos y diestros – **Forma** triangular ergonómica
- Cancellabili – Lavoro pulito : **il gesso** non si sbriciola e non sporca – Adatto a destrimani e mancini – **Forma** ergonomica triangolare

d) Opposite each of the words in Group A write down the number of its nearest cognate in Group B. For each word, tell the language it comes from⁷.

Group A

1. ieri
2. ami
3. vida
4. ribera
5. città
6. voisin
7. hie
8. vim
9. écrit
10. dissi

Group B

- | | |
|------------|-------------|
| 1. cita | 11. feci |
| 2. vide | 12. amo |
| 3. scritto | 13. rivière |
| 4. eerie | 14. dije |
| 5. venni | 15. veces |
| 6. voz | 16. vie |
| 7. hier | 17. dice |
| 8. citer | 18. amico |
| 9. dix | 19. rive |
| 10. ciudad | 20. vezinho |

3. Match corresponding segments into sentences. Mark the correspondences in the table below. For each completed sentence, identify the language. Underline verbal forms belonging to present tense paradigms of „to be“ and „to have“ in various Romance languages.

⁷ Peter Boyd-Bowman: From Latin to Romance in sound charts. Georgetown University Press, 1980. p. 70. Our adaptation of the exercise consists in replacement of the original word „fils“ under 19. by „rive“ and replacement of the originale word „vezinho“ under 20. by „vicino“.

Column A		Column B	
1.	Mon ami Luc	a.	no tenemos mucho tiempo.
2.	Dopo tanto studio	b.	tutte le città in Italia.
3.	Este río tiene	c.	desfrutando de bom tempo.
4.	Siamo pronti a visitare	d.	ora ho abbastanza soldi.
5.	Copiii mei sunt	e.	avez-vous un stylo à me prêter?
6.	Estamos na praia	f.	tem três filhos.
7.	La magazinul alimentar	g.	buni la sport.
8.	Es bastante tarde,	h.	muchos meandros hermosos.
9.	Ho vinto alla lotteria,	i.	a une excellente mémoire.
10.	J'ai oublié mon sac,	j.	passionnés du cinéma?
11.	O meu vizinho	k.	au fructe și legume proaspete.
12.	Est-ce que vous êtes	l.	sei pronto a sostenere l'esame.

A	B	Language	A	B	Language
1.			7.		
2.			8.		
3.			9.		
4.			10.		
5.			11.		
6.			12.		

4. Learn how to conjugate some frequently used verbs in Romance languages.

	French	Italian	Spanish	Portuguese	Romanian	Latin
	<i>faire</i>	<i>fare</i>	<i>hacer</i>			
1s	fais	faccio	hago	faço	fac	faciō
2s	fais	fai	haces	fazes	faci	facis
3s	fait	fa	hace	faz	face	facit
1p	faisons	facciamo	hacemos	fazemos	facem	fácimus
2p	faites	fate	hacéis	fazéis	faceți	fácitis
3p	font	fanno	hacen	fazem	fac	fáciunt

	French	Italian	Spanish	Portuguese	Romanian	Latin
	<i>chanter</i>	<i>cantare</i>	<i>cantar</i>			
1s	chante	canto	canto	canto	cânt	cantō
2s	chantes	canti	cantas	cantas	cânți	cantās
3s	chante	canta	canta	canta	cântă	cantat
1p	chantons	cantiamo	cantamos	cantamos	cântăm	cantā́mus
2p	chantez	cantate	cantáis	cantais	cântați	cantā́tis
3p	chantent	cantano	cantan	cantam	cântă	cantan

	French	Italian	Spanish	Portuguese	Romanian	Latin
	<i>parler</i>	<i>parlare</i>	<i>hablar</i>	...		
1s						
2s						
3s						
1p						
2p						
3p						

5. Read about the survival of verbal inflection in Romance languages.

In the passage from Latin to Romance, verbal inflection has survived much more than noun declension. Although the four regular Latin conjugations have been

virtually reduced to two, with only the *-a-* class remaining truly productive, other features of the verb seem almost unchanged. In most languages, for instance, the person markers are directly traceable to Latin origins (i.e., to Latin *-ō*, *-s*, *-t*, *-mus*, *-tis*, *-nt*). Modern spoken French is the only major language in which the personal endings no longer serve the same function as in Latin. Today, person is marked in French principally by pronouns derived mainly from the Latin emphatic nominative forms of the personal pronoun: *J'aime* /ʒɛm/ 'I love,' *tu aimes* /tyɛm/ 'you love' from (*ego*) *amo*, (*tu*) *amas*. The creoles have taken this process even further, in that their verb forms are usually invariable but are prefixed by elements indicating person, tense, aspect, and so on, as in many West African languages: Louisiana French /motegẽ/ 'I was having' from *mon* /mo/ *étais* /te/ *gagner* /gẽ/; and similarly /ilagẽ/ 'he will have.'

<https://www.britannica.com/topic/Romance-languages/The-survival-of-verbal-inflection>

Recommended readings:

1. Lachlan MacKenzie, J – García Velasco, Daniel: [Predicates and Predication](#). In J. Verschueren, J.-O. Östman, J. Blommaert & C. Bulcaen (eds): *Handbook of Pragmatics Online*. Amsterdam: John Benjamins, 2005.
2. Chomsky, N.: *Syntactic structures*. Mouton & Co., 1957.

7 NOUNS AND VERBS II

Key concepts • declination • verb morphology • verbal valency • verb and noun linkages • temporality • aspectual nuances

Verbs are central elements of the sentences and they are preceded and followed by other words. They are very variable. There are full verbs which express action (*to run*) or state (*to belong*), auxiliary verbs (*to be* and *to have*) which enter into construction of complex tenses, modal verbs (*must, may*) which express a degree of possibility or certainty etc.

Some verbs need only a subject. Others need an object, an entity that is impacted by the action expressed by the verb and initiated by the subject. Some grammatical objects can be attached to the verb without preposition, others need a prepositional construction. Although many verbs have the same construction in different languages, constructions of some other verbs differ across languages (eng. *thank somebody* – fr. *remercier quelqu'un* – slov. *poďakovať niekomu* – literally *remercier à quelqu'un/thank to somebody*). The object that follows the Slovak verb *poďakovať* has no preposition but it appears in a declined form. It takes up a new ending. The ending “-omu” expresses the dative case.

The expression of the case (nominal declination) has almost completely disappeared from Romance languages. Nouns do not change form in these languages if it is not to express number (*un enfant – des enfants*) or gender (*un ami – une amie*). Variations of the relationship between the verb and its object can only be expressed by a preposition, without modifying the noun. In Slavic languages, a noun declined in a genitive case (this case answers the question “of which?”, “of what?”), dative case (“to whom?”, “to what?”), local case (“about whom?”, “about what?”) or instrumental case (“with whom?”, “with what?”) can be introduced by a preposition.

Verbs that do not take objects express actions or states themselves (*The teacher closed the door.* – *L'enseignant a fermé la porte.* – *Učiteľ zavrel dvere.*; *Students know all the answers.* – *Les étudiants connaissent toutes les réponses.* – *Študenti vedia všetky odpovede.*), assign properties to persons or things (*The book is interesting* – *Le livre est intéressant* – *Kniha je zaujímavá*) or categorize entities (*He is a teacher* – *Il est enseignant* – *Je učiteľ*). Unlike nouns, verbs in Romance languages change their forms and take up different endings to express different grammatical categories: person, number, tense or mode.

In Slavic languages, it is also very useful to look at verbal prefixes. They often express verbal aspect which is another important grammatical category associated with verbs. Thus, we can have a series of verbs derived from the same basis *písať* (write) – *napísať*, *dopísať*, *zapísať*, *prepísať*, *podpísať* etc. Some of these prefixes help express an aspectual nuance: *Napísal román*. (He wrote a novel. – The whole of the novel is written now.); *Dopísal domácu úlohu*. (He has finished writing his homework.) *Zapísal si ich telefónne čísla*. (He wrote down their phone numbers). Other prefixed variants express not only aspect but also a semantic nuance: *Podpísal žiadosť*. (He signed the application.) *Prepísal vetu na čistý papier*. (He copied the sentence on a blank sheet of paper.)

In Romance languages, verbal aspect is not expressed by prefixes or infixes. Instead, it is much more a matter of verbal tense. In a very simplified way we can say that perfect tenses express accomplished actions while imperfect and/or progressive tenses express unaccomplished ones. However, aspect is a broader category and cannot be reduced to the opposition of accomplished or unaccomplished. Many descriptive and periphrastic verbal forms also express aspectual nuances.

Activities

- 1. WARM-UP. Read and answer the following question. Do you prefer to learn a language online or offline. Why? Use arguments given below. If you want, add more arguments of your own. Formulate your answer in a language different from the one that is used in the text.**

**Impara una
lingua quando e
dove vuoi**



INGLESE



TEDESCO



SPAGNOLO



FRANCESE



RUSSO



PORTOGHESE

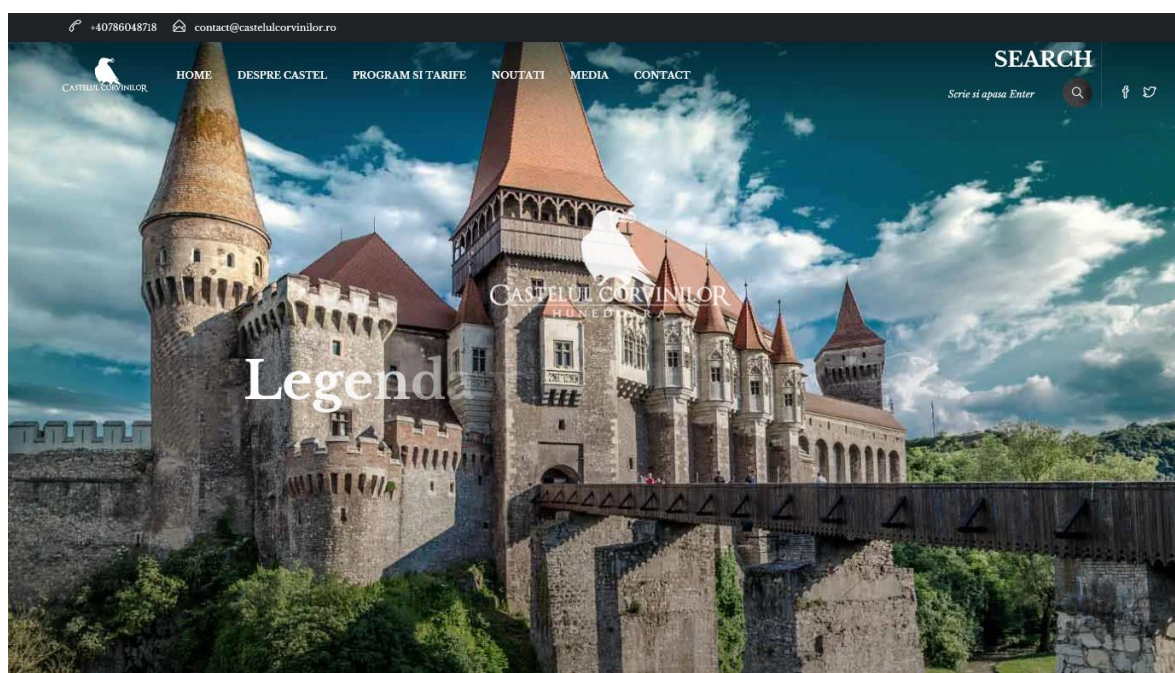


PIÙ

I vantaggi della formazione online vs offline

Vantaggi di imparare online	Vantaggi di imparare offline
💡 La flessibilità di imparare quando e dove volete	💡 Routine prestabilita
💡 Una maggiore varietà di materiali e risorse	💡 Non c'è l'esigenza di una connessione internet stabile
💡 È più facile concentrarsi	💡 Interazione umana
💡 Le lezioni online sono più accessibili	💡 Monitoraggio individualizzato più efficace

2. Discover the following website⁸.



Legenda vie a Transilvaniei

Bine ați venit în cetatea Hunedoarei, devenită castelul celui mai strălucit rege al Ungariei medievale, Matia Corvin.

Monumentul are un farmec aparte datorat stilurilor de construcție diverse, a prezenței unor inovații în plan militar și civil, precum și vieții tumultuoase de curte care l-a animat vreme de peste 400 de ani.

⁸ <http://www.castelulcorvinilor.ro/>

Castelul Corvinilor impresionează prin prezența sa, ce domină orașul Hunedoara. Pentru cei atrași de evul mediu, castelul reprezintă un monument singular în România și printre cele mai atractive din spațiul european.

3. Read instructions for visitors who want to see the castle. Find verbs.

ATENȚIE!

Vizitarea Castelului Corvinilor presupune atenție sporită din partea dumneavoastră!

Arhitectura scărilor și a căilor de acces poate fi periculoasă pentru copii, vârstnici și pentru persoanele cu dificultăți locomotorii.

Va rugăm atenție la sectoarele aflate la înălțime!

Nu va aplecați peste parapete!

Evitați aglomerația în balcoane, pe scări și în galeriile aflate la înălțime!

Nu lăsați copii nesupravegheați!

Pentru informații despre călătoria d-voastră spre Hunedoara și alte obiective din municipiu, puteți solicita informații la:

Centrul de Informare Turistică Hunedoara

Tel/Fax +40.354.880.011

informareturisticahd@gmail.com

4. Read a piece of legend about the castle. To understand it properly, meanings of some words are explained first:

pe – na	atunci – potom	și – a
care – ktorý	când – keď	iar – a
acestui – tento	în timpul – počas	o pasare – vták
că – že	cu – s	cu totul altceva – niečo úplne iné
lui – jeho	astfel – tak	anume – istý
		înțelepciunea – múdrosť

Sum up the contents of the text in 2 sentences in a Romance language of your choice.

Legenda Corbului

Pe blazonul familiei Corvinilor **este inscripționat** un corb care **tine** în cioc un inel de aur. Atribuirea acestui simbol al familiei are o legendă. **Se spune** că Ioan de Hunedoara **era** fiu nelegitim al lui Sigismund de Luxemburg, rege al Ungariei, cu o frumoasă femeie din Tara Hategului, pe nume Elisabeta.

Pentru a o feri de necinste, regele îi da de sot pe unul din vitejii sai, Voicu, daruindu-i totodată și un inel ca să dar pentru copilul nenascut, cu scopul de a fi recunoscut atunci când **va crește** și **va merge** la curtea regala. În timpul unei călătorii făcută de familia lui Voicu, poposind pentru a prânzi, inelul este uitat pe o margine a stergarului pe care erau puse merindele. Un corb, atras de stralucirea inelului îl **fura** încercând să plece cu el. Copilul Ioan de Hunedoara ia un arc și săgetează corbul, recuperând astfel inelul. Atunci când crește și ajunge la curtea

regala, povesteste această patanie, iar regele, impresionat de aceasta istorie, decide ca simbolul familiei hunedorenilor să fie corbul cu inel de aur în cioc.

De altfel, si numele familiei **provine** din latinescul „Corvus”, care inseamna „Corb”, o pasare care simboliza cu totul altceva în evul mediu, si anume înțelepciunea si longevitatea.

5. Something to think about.

a) Compare the use of simple and composed verbal forms.

I've been waiting for six hours.

J'attends depuis six heures.

b) Which of these sentences are unacceptable?

He bought a book yesterday.

He buys a book yesterday.

If I were a bird I'd fly away.

If I'm a bird I'd fly away.

A defining characteristic of cats is that they are animals.

A defining characteristic of cats is that they were animals.

c) What languages are used in these sentences?

The student **is reading** a book.

Student **czyta** ksiazke.

Учень **читає** книгу.

Der Student **liest** ein Buch.

Studentas **skaito** knyga.

A diák könyvet **olvas**.

Opiskelija **lukee** kirjaa.

d) Compare the semantics of verbs used to express the same idea of comparison in different languages. Specify what languages are used.

The suit **fits** well.

Ubranie dobrze **lezy**.

Der Anzug **sitzt** gut.

A ruha jól **áll**.

e) Make a similar observation for different expressions of the same proverb in various languages.

Neither fish nor fowl.

Ni pies ni wydra.

Ни риба ни птица.

Ни рыба, ни мясо.

Ei kalaa eikä lintu.

Nei vilkas, nei geguté.

6. Match English sentences below with their equivalents in A and B).

- It can't be helped.
- Help yourself.
- Take it easy.

- My honor is involved.
- Where do I book the seats?
- For reasons beyond my control.

A 1) Poczęstuj się. 2) Nic nie można na to poradzić. 3) Gdzie mam kupić bilety? 4) Spokojnie. Nie przejmuj się. 5) Z powodów ode mnie niezależnych. 6) Chodzi o mój honor.	B a) Pour des raisons indépendantes de ma volonté. b) Servez-vous. c) C'est la question de l'honneur. d) Où réserver les places? e) Allez-y doucement. f) On n'y peut rien.
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Recommended readings:

1. Toth, Zuzana – Hlava, Tomas – Gómez-Pablos, Beatriz: Tense and aspect in the interlanguage of Slavic speakers learning Romance languages. In *International Journal of Multilingualism*, 1–29.
<https://doi.org/10.1080/14790718.2023.2224007>
2. *The Romance noun*.
<https://www.ling-phil.ox.ac.uk/romance-noun-plurals/project.html>
3. Bate, Danny L.: *The Decline and Fall of the Latin Neuter*.
<https://dannybate.com/2021/03/15/the-decline-and-fall-of-the-latin-neuter/>

8 VOCABULARY LINKS

Key concepts • etymology • derivation • composition • borrowings • internationalisms • false friends

Etymology informs us about the origin of words and their common roots. It deals with the history of words, their evolution in time and their relationships. Knowledge of etymons – original words that evolved into new ones – can naturally help intercomprehension. Thus, the latin word *capra* gave *capra* in Italian, *chèvre* in French, *cabra* in Spanish and in Portuguese. Similarly, Proto-Slavic word *gôrdъ* gave *slnko* in Slovak, *slunce* in Czech, *słońce* in Polish, *sunce* in Slovenian, in Serbian and in Croatian, *сонце* in Ukrainian and in Macedonian, *слънце* in Bulgarian.

Basic **word-formation processes** include derivation, composition and abbreviation (reduction). **Derivation** is a creation of a new word by adding a prefix, a suffix or both to the original word, for example eng. **decompose**, **painter**; fr. **réécrire** (re-write), **authorisation**; slov. **rozdeliť** (séparer, diviser), **hokejista** (hockey player). There are suffixes that will create nouns (**holder**, **coronation**, **socialiste**, **equality**), other that will create adjectives (**admirable**, **gorgeous**) and still other that are used to create verbs (**tighten**, **verbalize**). The same is true for prefixes. Typically, prefixes can express repetition (eng. **retell**, fr. **rouvrir**), opposition/negation (**unexpected**, **impossible**), absence (fr. **asexuel**), intensity (eng. fr. **supercher**) and so on. Prefixes can have different origins. Many of them come from Latin but also from Greek (**hypermarket**, **centimeter**).

Composition creates a word from two other independent words (eng. *blackbird*, fr. *tire-bouchon*, slov. *zemegul'a*). Composed words can be written together, linked by a hyphen or they can simply form a multiword expression (fr. *pomme de terre*). **Abbreviation** can take different forms. We have words consisting of initial letters (*UNESCO*) or syllables (*hi-fi*). We also have abbreviated forms in which one part of original words got lost (eng. *bus*, *gym*, *exam*, *lab*, fr. *labo*, *prof*, *ciné*, *manif*).

Words are often borrowed by one language from another, with or without formal changes. Thus, *bordeau* is a name of a French city which gave its name to a colour and to a wine. *Algebra* and *alcohol* came from Arabic, *robot* from Czech and *cobra* from Portuguese. Many of these words became international. From the perspective

of intercomprehension, they have a high level of transparency and help us in reading texts in languages we are not entirely familiar with.

Usually, vehicular languages are the major source of internationalisms. That is the case of English nowadays. Also, neighboring languages borrow from each other. Such a process can be observed historically between English and French who had maintained intense cultural and economic relations across centuries. There are some words who even travelled from one of these languages to another and then back again. This is also the reason why English is sometimes considered as "most Romance among all the Germanic languages". An intense mutual influence can be observed also in languages spoken by communities that have, in history, formed one state. To illustrate this, we can find many examples in Slovak and Czech but also in Slovak and Hungarian.

Although **internationalisms** in general represent valid cues for understanding, similar words in different languages do not necessarily have similar meanings. We have to beware of false friends – seemingly similar in form but very different in meaning: in Slovene, *otrok* means child while in Slovak the same word means slave. Apart from the knowledge of morphosyntactic structures, the practice of intercomprehension draws a lot on lexical semantics. Different parts of words are powerful indicators of semantic relations between lexical elements.

Activities

1. WARM-UP. Discover what the following text is about.

Mūzikas akadēmijā notiks Starptautiskais Rīgas Brass simpozijs

No 8. līdz 12. aprīlim Jāzepa Vītola Latvijas Mūzikas akadēmijā (JVLMA) norisināsies IX Starptautiskais Rīgas Brass simpozijs, informēja JVLMA sabiedrisko attiecību speciāliste Annija Bičule.⁹

2. The same latin word can have resulted in two different French words. Example: *hospitalem* > *hôtel, hôpital* ; *dotare* > *douer, doter*. Complete the missing doublets in the following table.

⁹ <https://www.diena.lv/kd/muzika/>

Latin	French	French
	Evolution „populaire“	Evolution „savante“
fabricam	forge	
securitatem		sécurité
implicare	employer	
potio		
claviculam	cheville	
augustum		auguste
modulum	moule	
navigare	nager	
palmam	paume	
ministerium	métier	

- Can you find more latin words like the ones in the table above?
- Find English equivalents of French words in the table.

3. Read the following text and give your opinion.

German linguists yesterday called on the nation to use French words in place of their popular English equivalents in protest at the US-led war against Iraq.

A campaign launched by the group Language in Politics proposed swapping English words such as „ticket“ with „billet“ or „briefing“ with „communiqué“.

Prof Armin Burkhardt of Magdeburg University, who heads the group said: „This is a political demonstration through language against a war that we don't support,“ adding that he had no intention of encouraging German-French separatism.

English words and phrases are increasingly used by Germans who value the language's efficiency – compared to German – and its perceived street credibility.

Among the words that it is proposed should be pushed aside in favour of French are „driver“ for „chauffeur“, „playboy“ for „bon vivant“ and „okay“ for „formidable“.

The protest is seen as a response to the recent decision in the United States to rename French fries as „freedom fries“. The tradition goes back a long way. During the Second World War Americans renamed sauerkraut „liberty cabbage“.

<https://www.telegraph.co.uk/news/worldnews/europe/germany/1426979/Germans-give-English-le-coup-de-grace.html>

4. Sum up the main idea expressed in the following text in 1 or 2 sentences.

Sú tu už vyše sto rokov. **Bodky** na šatách sa začali v móde presadzovať koncom 19. storočia a **odvtedy** už neodišli. Aj túto sezónu v nich môžete byť štýlovou dámou.

Odevy s bodkovaným vzorom patria medzi tie, v ktorých určite nebudete **prehliadaná**. Majú v sebe však aj silu vylepšiť či omladiť vzhľad. **Hoci** kedysi sa bodky využívali na masívnych sukniach, nosili **ich** tanečnice flamenca či avantgardní hudobníci, dnes je z nich súčasť módnjej estetiky každodenného nosenia.

Pokiaľ by ste si mali do šatníka **zadovážiť** len jednu bodkovanú vecičku, odporúčime vám košeľovú blúzku či hodvábnu blúzku alebo top s bodkovaným vzorom. Pre „bodkové“ maniačky je však ponuka obchodov a značiek na internete nesmierne pestrá a bodky sa ocitajú **naozaj** všade. Vyberať teda môžete aj z **nohavíc**, legín, plaviek, doplnkov v podobe tašiek či **topánok**.

<https://zena.pravda.sk/krasa-a-moda/clanok/316333-bodkovana-mania-jari-vzor-v-ktorom-budete-dama-aj-mladica/>

Nº	Slovak	Czech	What helps: A. context B. bridging word in another language C. both context and bridging word D. neither	Language of the bridging word	Bridging word(s)	False friends
	Štýlový	stylový	B	Czech, English	styl style, stylish	
	len	jen	A			len (<i>příze</i>)
1	vyše					
2	bodky					
3	odvtedy					
4	prehliadaná					
5	hoci					
6	ich					
7	zadovážiť					

8	naozaj					
9	nohavíc					
10	topánok					

5. Translate the following Slovak words into Czech:

Slovak	Czech	Slovak	Czech
klinec		štrajk	
olovrant		moriak	
preteky		golier	
bocian		vrecko	
baňa		kôstka	

6. You are leaving for a 1-week holiday in Banská Bystrica in central Slovakia. You browse the web for an accommodation and you come across Dixon Hotel. Will you be able to understand information from its website? Are there any elements clear enough for you? Are there any elements that remain incomprehensible? Read the following text and answer the questions below.

..... sa nachádza 2 od historického Banskej Bystrice a ponúka vám wellness centrum, tenisové a squashové kurty, ... a bowlingové dráhy. V hotelovej reštaurácii si môžete vychutnať jedlá medzinárodnej kuchyne.

Všetky izby v hoteli Dixon ponúkajú bezplatné na internet a TV. K dispozícii sú aj a letná terasa s grilom. V hotelovom koktailovom bare je pre vás pripravená široká ponuka koktailov.

Wellness centrum v hoteli Dixon zahŕňa krytý bazén, vírivky, fínsku, eukalyptovú a soľnú parnú saunu. Vybrať si môžete aj z ponuky masáží. Zo športových zariadení môžete v hoteli využívať napríklad bedmintové kurty alebo plážovú časť s volejbalovými ihriskami, minigolfom a jazerom.

Golfové ihrisko Hron je vzdialené necelých 10 km, podobne ako lyžiarske strediská Králiky,

Šachtičky a Selce. V Banskej Bystrici objavíte veľa atrakcií, ako napríklad Katedrálu sv. Františka Xaverského alebo malebné námestie SNP s mnohými historickými pamiatkami.

Najbližšia autobusová zastávka sa nachádza len 50 m od hotela Dixon, zatiaľ čo letisko Sliač je vzdialené necelých 10 km.

- 1) In the first 5 lines, complete the text with the following words and expressions:
Wi-fi pripojenie, centra, lobby bar, Hotel Dixon, biliard, satelitnú, km
- 2) Guess the meaning of the following expressions from the context. Choose among suggested equivalents:
veľa a) a lot of b) very c) little a) les cours
sa nachádza a) differs from b) is limited to c) is located
kurty a) lessons b) fields c) courts
ponuka a) taste b) offer c) possibility
- 3) Choose three types of services provided by Dixon Hotel that you might find interesting if you stayed there.
- 4) Go browse the hotel's website to get to know the prices of accommodation and how to make a reservation.

Recommended readings:

1. Walter, Henriette: *Les aventures des mots venus d'ailleurs*. Paris : Robert Laffont, 1997.
2. Pognan, Patrice: Le système linguistique des langues slaves d'ouest (Nord et Sud). In Pognan, P. – Chovancová, K. (eds.): *Conception d'une nouvelle grammaire slovaque pour les francophones : système linguistique et valence verbale*. Paris : Éditions des archives contemporaines, 2018, pp. 17 – 58. ISBN 978-2-8130-0290-7.
3. Plag, Ingo. *Word-formation in English*. Cambridge University Press, 2003.
<https://assets.cambridge.org/052181/9598/sample/0521819598WS.pdf>

9 WORD ORDER

Key concepts • subject – verb – object (S-V-O) • neutral word order
• expressive word order • topic and focus • text coherence and cohesion
• implicit meanings

Most European languages belong to the same syntactic type. It means they keep the same typical model of **word order** within the sentence. It is S-V-O (subject-verb-object). However, different language groups differ in the degree of importance given to this model order. Romance languages invert S-V-O model in questions, poetic or pathetic language or in introductory clauses accompanying direct speech. Slavic languages, apart from all this, change the word order any time they need to highlight a sentence element.

Neutral word order is modified when the speaker wants to emphasize a word, an expression or a part of the statement. In that case, **expressive word order** is adopted. It consists either in changing positions of some elements (fr. *Le verre, j'ai cassé.*), in reinforcing them by pronouns (fr. *Moi, j'ai cassé le verre.*) or other additional structures (fr. **C'est moi qui** ai cassé le verre.), or in adopting both these strategies (fr. *Le verre, c'est moi qui l'ai cassé.*).

In some languages, changing word order can be the major means of **topicalisation**, i. e. underlining the crucial point of the statement or bringing new information. Thus, the Slovak sentence *Na stole sú kvety* (There are some flowers on the table.) emphasizes the fact that it is the flowers and not anything else that you can find on the table. On the contrary, the sentence *Kvety sú na stole* (The flowers are on the table.) answers the question about precise localisation of the flowers.

Standard appearance of sentences is altered also in spontaneous oral speech or in synchronous online written communication. In face-to-face informal oral interactions, speakers use many unachieved statements, corrections and repetitions, hesitations, helping words or sounds. If such a communication appeared in writing, it would be very difficult to read. However, orally, mutual comprehension is ensured by cooperation strategies adopted by speakers and by sufficient information exchanged by non verbal and paraverbal means. Non verbal means include gestures, postures and movements while paraverbal ones refer to pitch, tempo, intonation and melody. In writing, paraverbal elements are letter font,

type and layout of the document while non verbal ones include graphic elements, graphic and technical representations, symbols and pictures.

Although SVO type is the most frequent one, other word-order types are also represented. That is the case of the Turkish, Japanese or Korean which all represent a SOV model (turk. İnsanlar eve gidiyor – eng. People go home.). Yet another type of language is VSO (Arabic, Tongan, Welsh): ديارهم إلى يعودون الناس. al-nas yaoudon elly dyarham. – People go home. كتابا الصبي قرأ. kara al-sabi kataba. The boy reads a book. // Reads boy book.

Word order is one of the basic instruments to ensure the comprehensibility of the text. Other means that contribute to that are repetitions and reference links, logical and pragmatic connectors.

The text offers a whole range of explicit cues for understanding. However, sometimes it contains even more than that. In some texts, we need to mobilize our knowledge of the extralinguistic reality to a greater extent. We say we need to read between the lines. We mean we need to look for hidden, not fully expressed, implicit cues to comprehension. Implicit meanings are what enables irony, allusion, joke and many other textual effects.

Activities

1. WARM-UP. Something to laugh at. Think about mechanisms that make jokes work.

A. What's the difference between a cat and a comma?

One has claws at the end of the paws. The other is a pause at the end of a clause.

B. Dans une équipe de football, l'entraîneur dit à un joueur :

- Aujourd'hui, tu vas jouer avant.
- Ah non ! Moi, je veux jouer avec les autres.

C. Un cervello entra in un bar e dice al barista, "Una birra, per favore."

Il barista dice, "Mi dispiace, non posso servirti. Sei fuori di testa."

2. Put words in order to get sentences in different languages.

https://agendaweb.org/grammar/word_order-exercises.html

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-8057.php>

3. Re-install neutral word order in the following sentences.

- a) Les bananes, je déteste.
- b) Cette femme, je l'aime.
- c) Paul, ce roman, il ne l'a jamais lu.
- d) Je le croyais malade, Thierry, pourtant il est venu.
- e) S'il veut quelque chose, c'est résoudre ses problèmes.
- f) Maintenant, c'est moi qui parle.
- g) C'est par là qu'il faut aller.
- h) Ce qui me plaît, ce sont les tableaux impressionnistes.
- i) Ca vient d'où, ça ?

4. In the following statements, spot the topic (a piece of information already known) and the focus (a new piece of information). Are there specific structures employed to introduce the focus?

- a) John saw the play yesterday.
- b) Yesterday, John saw the play.
- c) Paul, il dort encore.
- d) En ce qui concerne la traduction, je l'ai faite moi-même.
- e) Côté vacances, j'ai enfin fait le choix définitif pour cette année.
- f) When it comes to movies, no one has seen more of them than he did.
- g) Sono stato io a risolvere il problema.
- h) Roba da matti, questa canzone.
- i) Dei dolci abbiamo dato ai bambini.

5. Put sentences in order to make a text. What contributes to the coherence?

- A. The man who received the course as a gift from his children recalls: the first time that he and his wife traveled abroad together, the weather in Rome was a complete disaster.
- B. The instructor of the photography workshop says that in a few years, digital video will be of such high quality, and the processing power of cameras so much greater, that we'll simply capture everything on video, and take the still photos that we want out of the footage.
- C. They had to use the good old-fashioned method of scissors and glue with the postcards they bought at the airport.
- D. After the fourth umbrella they bought from a street vendor had broken within an hour, they returned to their hotel and asked the concierge to take their picture in front of a white wall.
- E. This was a long time before the age of Photoshop.

https://www.guernicamag.com/epstein_5_15_11/

6. Read following texts and sum up in a language of your choice.

Text 1

¡Renuncia!

Era muy temprano, las calles limpias y desiertas, me dirigía a la estación. Al comparar el reloj de la torre con mi reloj me di cuenta de que ya era mucho más tarde de lo que había pensado, tenía que darme prisa, el shock de este descubrimiento me hizo dudar del camino, todavía no conocía muy bien mi camino en esta ciudad; por suerte, un policía estaba cerca, corrí hacia él y sin aliento le pregunté el camino. Sonrió y me dijo: "¿De mí quieres saber el camino?" "Sí", le dije, "ya que no puedo encontrarlo por mí mismo". "¡Ríndete! Déjalo", dijo, y se dio la vuelta con una brusca sacudida, como la gente que quiere estar a solas con su risa.

<https://ciudadseva.com/texto/renuncia/>

Text 2

Molemo e o casaco mágico

Era uma manhã muito fria. Molemo enfiou as mãos mais fundo nos bolsos das calças da escola e puxou os ombros para cima enquanto esperava para atravessar a estrada no robot. Usava duas t-shirts por baixo da camisola branca da escola, mas mesmo assim sentia frio.

"Brrrrrrr", diz Molemo, batendo os pés enquanto espera que o robô mude de roupa. "Quem me dera que a avó tivesse dinheiro suficiente para me comprar um casaco".

Assim que o homenzinho verde apareceu no robô, Molemo começou a atravessar a estrada. Mas foi então que ouviu um grito atrás de si. Quando se virou para olhar, viu um homem a lutar com uma mulher idosa e a tentar tirar-lhe a mala.

"Socorro! Socorro!" gritava a mulher.

Molemo não parou para pensar - correu para ajudar a velhota e deu um pontapé no tornozelo do homem com toda a força que tinha. O homem uivou de dor e largou a mala da mulher. Depois afastou-se a coxear o mais depressa que pôde.

"Desculpe, mamã, ele magoou-a?" pergunta Molemo, ajudando a mulher a levantar-se. Ela tinha caído quando o ladrão lhe largou a mala. "Agarra-te ao meu ombro", diz Molemo.

A velhota estava a tremer e parecia querer chorar. "Obrigada, obrigada", diz ela. "Não sei o que se passa com as pessoas hoje em dia."

Assim que a idosa se levantou de novo, Molemo pegou nas suas coisas e devolveu-lhas. "Pelo menos ainda temos jovens bondosos como tu", sorriu.

<https://nalibali.org/story-library/multilingual-stories/molemo-and-the-magic-jacket>

Recommended readings:

1. Findra, Ján: *Expesívne syntaktické konštrukcie*. Banská Bystrica : Matej Bel University, 2004.
2. Halliday, M. A. K. – Hasan, Ruqaiya: *Cohesion in English*. London: Longman Group, 1976.
3. Kerbrat-Orecchioni, Catherine: *L'implicite*. Paris: Armand Colin, 2012.

10 TRANSPARENCIES AND OPACITIES

Key concepts • transparency vs. opacity • transparent and semi-transparent words • bridging words • contextual prediction of meanings • global comprehension • local comprehension

Intercomprehension of written texts is a two-step process. First, we need to identify transparencies in the text to be able to rely on them while going further. **Transparent elements** are those that we understand without problems. It can be words and expressions that we have already acquired at other moments, or words that are easily accessible as per their form and/or semantics. Second, we need to work consciously towards discovering meanings of words that are not clear and transparent at first sight but maintain relationships with words we are familiar with.

Opaque words with which we deal in the second stage of intercomprehensive reading may be accessed by activating our analytical skills at multiple levels. The first way of access lies in the graphic form of words. We examine letters and symbols, associate them with corresponding sounds and establish potential links between these graphic representations and phonological systems. The second way of access relates to word structures. For some words at least, we should be able to identify roots, affixes or endings. We then compare and contrast these morphemes to similar ones in languages that are part of our linguistic repertoire. In this way, we might be able to identify some of the verbs, nouns, adjectives or adverbs contained in the text. To fully understand some, we may need to take into consideration traces of word formation procedures: the presence of derivation, composition or abbreviation. Some grammatical words will also be identified at this stage. The third way of access is related to the syntactical structure of sentences. We look at the position of individual words, at how words are grouped to form clauses. Predicative and determinative structures will then be identified.

Languages that help understand meanings of semitransparent and opaque words and segments in the text are **bridging** languages. Within them, some concrete words are used as links to understand words in the target text. For instance, if an English speaker wants to understand the French word *mer* (eng. *sea*), he can consider the English word *maritime* which exists in French as well and is in a close semantic relation to the target word *mer*. Similarly, if a native Slovak speaker seeks to understand German word *punkt*, he will easily associate it to the Czech word *puntík*.

When searching for possible bridging words, intercomprehensive readers should beware of potentially negative interlinguistic transfer, i.e. **interference**. On the contrary, they should concentrate any examples of positive transfer that can be provided making the most of their own linguistic repertoire. Above all, intercomprehension needs good skills in contextual prediction, a high degree of linguistic and metalinguistic sensitivity, and a certain knowledge about languages, their evolution and their relationships.

Not all the text in a foreign language will become fully transparent to us. There will always be semitransparent elements and opaque words that resist all attempts of the reader to discover their exact meaning. Complete intercomprehension would hardly be possible. The aim must be to achieve a sufficient level of understanding of discrete elements in the text (local comprehension) in order to restore the global idea of the text and to be able to articulate it in as much in detail as possible (global comprehension).

Activities

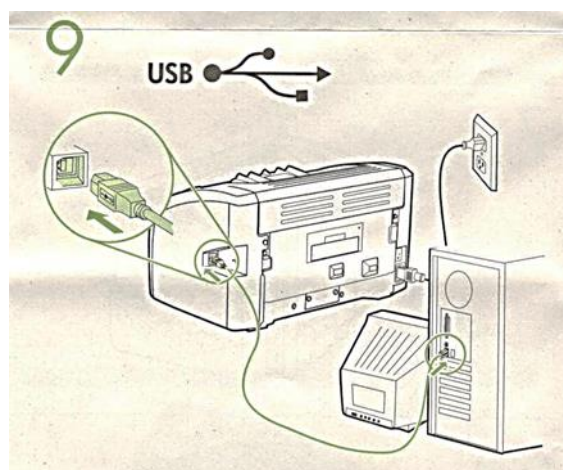
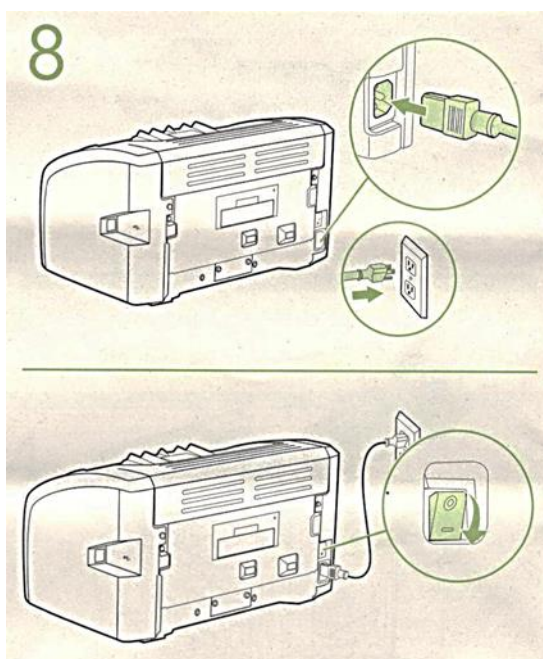
1. WARM-UP. Discover the following document and compare two language versions. Focusing on the text, find and analyze interlinguistic parallels between English and French.

This equipment has been tested and found to comply with the limits for a Class B digital device, pursuant to Part 15 of the FCC rules. These limits are designed to provide reasonable protection against harmful interference in a residential installations. This equipment generates, uses, and can radiate radio frequency energy. If this equipment is not installed and used in accordance with the instructions, it might cause harmful interference to radio communications. However, there is no guarantee that interference will not occur in a particular installation. If this equipment does cause harmful interference to radio or television reception, which can be determined by tuning the equipment off and on, the user is encouraged to try to correct the interference by one or more of the following measures:

- Reorient or relocate the receiving antenna.
- Increase separation between equipment and receiver.
- Connect equipment to an outlet on a circuit different from that to which the receiver is located.
- Consult your dealer or an experienced radio/TV technician.

Ce matériel a été testé et déclaré conforme aux limites imposées à un appareil numérique de classe B, en vertu de l'article 15 des réglementations de la FCC. Ces limites sont conçues pour assurer une protection raisonnable contre les interférences nuisibles dans une installation résidentielle. Ce matériel génère, utilise et peut émettre de l'énergie sous forme de fréquences radio. Si ce matériel n'est pas installé et utilisé conformément aux instructions, il peut causer des interférences nuisibles aux communications radio. Toutefois, aucune garantie n'est donnée concernant l'absence d'interférences pour une installation particulière. Si cet équipement produit des interférences nuisibles à la réception radio ou télévision, ce que vous pouvez déterminer en éteignant puis en rallumant l'appareil, essayez de résoudre le problème de l'une des manières suivantes :

- Modifiez l'orientation de l'antenne de réception ou déplacez-la.
- Augmentez la distance séparant l'équipement du récepteur.
- Raccordez l'appareil à une prise d'un circuit différent de celui sur lequel est branché le récepteur.
- Demandez conseil à votre revendeur ou à un spécialiste radio/TV.



Find equivalents to the following words in French and in English.

English to French		French to English	
this		réglementations	
in accordance with		particulière	
device		raisonnable	

harmful		produit (produire)	
against		émettre	
turning off		déplacez	
uses (to use)		fréquences radio	
turning on		prise	
however		aucune	
dealer		récepteur	

Examine the word classes these words belong to and compare the ways they are formed.

6. Read the following text and find equivalents in Slovak for the words marked in yellow.

TŘÍKRÁLOVÁ TABULE.

Dopřejte si slavnostní pohoštění se srncím hřbetem a petrželí

Zatímco na vánočního **kubu** a štedrovečerního kapra se zpravidla chystáme pěkně dopředu, stejně jako na první a druhý svátek vánoční (Boží hod a svátek sv. Štěpána), Tři králové bohužel ve většině rodin jen tak prosumí. Přitom i teď bychom si měli dopřát trochu klidu a slavnostní atmosféry.

Jde totiž o dvanáctý, a tedy poslední den Vánoc. Z liturgického pohledu je 6. **leden**, slavnost Zjevení Páně, stejně významným dnem jako Narození Páně. Navíc právě Třemi králi začíná veselé **masopustní** období. Přesto se speciálními gastronomickými rituály tohle významné datum kupodivu spojené nemáme.

Pokud ještě **zejména** na **venkově** něco ze starých tříkrálových zvyků přetrvalo, tak je to koleda. Děti přestrojené za mudrce z Východu neboli Tři krále – Kašpara, Melichara a Baltazara – obíhaly a někde dodnes obíhají domy, aby křídou popsaly jejich portály a dveře zkratkami K+M+B. Což jsou jednak iniciály zmíněných králů, ve skutečnosti jde **ovšem také** o zkratku Christus mansionem benedicat, tedy Kristus **ať** žehná tomuto domu. **Pokud** tedy měly děti v tento den **přeplácáný** žaludek, bylo to právě **díky** koledě.

Podle některých starých krajových zvyklostí zpestřovaly jídelníček i tříkrálovou zábavu také **kobližky**. V několika z nich pak byly zapečené mince – ten, který našel nejvyšší minci, byl Kašpar, s nižší hodnotou Melichar, třetí v pořadí Baltazar.

<http://archiv.ihned.cz/c1-65577550-trikralovy-srnecek>

7. Translate the following text into Slovak. Identify the systemic similarities and differences between Polish and Slovak at the phonological, morphological, syntactic and lexical levels. Justify the translation problems.

Konflikt w Jemenie przedstawia się jako wojnę domową sunnickiego rządu z szyickimi rebeliantami, kolejne pole bitwy walczących o dominację na Bliskim Wschodzie Arabii Saudyjskiej i Iranu. Obraz jest jednak dużo bardziej złożony. W cieniu kryje się były dyktator Jemenu, w siłę rosną dżihadyści, nerwowo reaguje rynek naftowy, a swoje chce też ugrać Rosja.

Po Syrii i Iraku na Bliskim Wschodzie rozgorzała kolejna wojna, w której bierze udział wielu graczy, a linie podziału nie są tak oczywiste, jak się wydają. Szyicki rebelianci z plemienia Huti mają wsparcie Iranu i sojusznika w oddziałach wciąż lojalnych wobec byłego prezydenta Alego Abd Allaha Saleha. Broniące się siły rządowe (sunnici) prezydenta Abd ar-Raba Mansura al-Hadiego dostały z kolei bezpośrednie wsparcie militarne Arabii Saudyjskiej i dziewięciu innych krajów muzułmańskich. Trzecią siłą, walczącą z dwiema pierwszymi, są dżihadyści z Al-Kaidy Półwyspu Arabskiego (AQAP) i Państwa Islamskiego (IS). Wszystko dzieje się w kraju biednym, spustoszone wojnami i podzielonym pod wieloma względami. 65 proc. ludności to sunniti (szafici), a 35 proc. to szyici (zajdyci). Obalony w wyniku arabskiej wiosny Saleh to szyita, ale przez całą karierę zwalczał religijnych pobratymców, dopiero niedawno wszedł z nimi w sojusz wymierzony w Saudów. Jego następca Hadi to sunnita. Sam Jemen dopiero od 1990 r. funkcjonuje jako jedno państwo po zjednoczeniu Północy (monarchia, potem republika) z Południem (kolonia brytyjska, potem komunistyczny satelita ZSRS).

<https://www.gazetapolska.pl/32511-jemen-znow-w-ogniu>

8. Review some selected grammatical items in Romance languages.

a) articles

	ENG	ESP	ITA	FRA	PORT
Definite					
Singular					
Masc.	the	el	il, lo	le	o
Fem.	the	la	la	la	a
Neut.	the	-			
Plural					

Masc.	the	los	i, gli	les	os
Fem.	the	las	le	les	as
Neut.	the				
Indefinite					
Singular					
Masc.	a, an	un	un, uno	un	um
Fem.	a, an	una	una	une	uma
Neut.	a, an				
Plural					
Masc.	-	unos	-	des	uns
Fem.	-	unas	-	des	umas
Neut.	-				

b) auxiliary verbs – present tense

	ENG	ESP		ITA	FRA	PORT	
	be	ser	estar	essere	être	ser	estar
Singular							
1	am	soy	estoy	sono	suis	sou	estou
2	are	eres	estás	sei	es	és	estas
3	is	es	está	è	est	é	esta
Plural							
1	are	somos	estamos	siamo	sommes	somos	estamos
2	are	sois	estáis	siete	êtes	estais	estais
3	are	son	están	sono	ont	são	estão
	HAVE	TENER		AVERE	AVOIR	TER	
Singular							
1	have	tengo		ho	ai	tenho	
2	have	tienes		hai	as	tens	

3	has	tiene	ha	a	tem
Plural					
1	have	tenemos	abbiamo	avons	temos
2	have	tenéis	avete	avez	tendes
3	have	tienen	hanno	ont	têm

Recommended readings:

1. Benveniste, Claire-Blanche: *Compréhension multilingue et connaissance de sa propre langue*. <http://ancilla.unice.fr/~brunet/pub/claire.html>
2. Castagne, Eric – Monneret, Philippe: *Intercompréhension et analogie*. De Boeck Supérieur, 2021. <https://www.cairn.info/intercomprehension-et-analogie--9782807333246.htm>
3. Capucho, Filomena: [Plurilingual interactions – the role of interproduction strategies](#). In Hepp, M. - Nied Curcio, M. (eds.): *Educazione plurilingue: ricerca, didattica e politiche linguistiche*. Roma : Istituto Italiano di Studi Germanici, 2018. Pp. 157 - 166.

11 MORE LANGUAGES

Key concepts • natural language • artificial language • communication codes • linguistic variation • heuristic approach to intercomprehension

All the languages that have been studied and exemplified in the first ten chapters of this coursebook were natural languages. A natural language is used in human communication, it evolves and changes in time and it is rather difficult to influence it by planned actions. There are approximately 7000 natural languages in the world.

To illustrate the diversity, this chapter ends with a series of very short media texts suggested and analyzed by students in a university course of intercomprehension. They were asked to look for texts in yet other languages than previously studied in the course. In their selection, they often went beyond Romance and Slavic languages but in most cases they stayed within the boundaries of Europe.

There have been attempts to construct languages in an artificial way. The aim was to create an ideal language that would help speakers avoid any misunderstanding. More than a hundred artificial languages were created: Esperanto, Ido, Volapük and Interlingua are among them. Artificial languages can be conceived also for works of fiction, for language games or just for fun. Other examples of languages are codes used in information technologies (Python, Scratch, Java etc.).

Esperanto, the most successful of artificial languages, was designed in 1887 by L. L. Zamenhof. It is composed of elements based on Indo-European languages. A major part of its vocabulary comes from different Romance languages. However, there are some parts taken from Slavic, Germanic and Hellenic languages. Esperanto is an inflectional language. It uses affixes to create words and it has quite flexible and simple rules of word formation.

Artificial languages like Esperanto have not managed to push out natural languages, although their creators had hoped they would be able to do so. Other types of political or standardizing action have been more successful: codifications of languages, publications of normative grammars, investments in cultural policies to support the use of a language. Among those less successful, there were efforts to reject borrowings and internationalisms and replace them with new or existing words in the receiving language.

Activities

1. WARM-UP. Identify languages.

- The winter is cold.
- O inverno è frio.
- El invierno es frío.
- L'hivern és fred.
- L'hiver est froid.
- L'inverno è freddo.
- Iarna este rece.

2. Guess the language and find equivalents in a language of your choice.

amiko		teo	
filo		biskvito	
frato		bela	
viro		granda	
knabo		nova	
patro		bona	
instruisto		seka	
kafo		varma	
kuko		sana	
lakto		horo	
pano		jaro	
sukero		mateno	
minuto		nokto	
semanjo		tago	
vespero		atendi	
gumi		demandi	
kuri		vivi	

promeni		respondi	
soifi		blanka	
blua		verda	
flava		griza	
nigra		rugxa	

These words are here to help you:

matin, répondre, attendre, bleu, noir, vert, minute, année, gris, fumer, blanc, rouge, heure, brun, courir, semaine, jour, jaune, demander, avoir soif, se promener, vivre, nuit, soir

Translate the following:

- a) Viaj filoj estas niaj amikoj.
- b) Iliaj kafoj estos varmaj.
- c) La knaboj estas grandaj.
- d) Sxia pano estis seka.
- e) Vi estas lia filo.
- f) La instruisto estas sana.
- g) Via amiko estas bela.
- h) La kuko estis lia.

3. Discover languages.

- a) Moscova avertizează Washingtonul în legătură cu prezența NATO în Marea Neagră¹⁰
- b) L'Europe incapable de contourner les sanctions américaines contre l'Iran¹¹
- c) "Bayern e Madrid danno spettacolo: gli highlights del 2-2 all'Allianz Arena ¹².

4. Read the following extracts suggested by students of intercomprehension. For each text, identify the language, give the main idea of the text and spot the most transparent elements.

¹⁰ <https://www.curierulnational.ro/moscova-avertizeaza-washingtonul-in-legatura-cu-prezenta-nato-in-marea-neagra%ef%bb%bf/>

¹¹ www.lefigaro.fr/flash-actu/l-europe-incapable-de-contourner-les-sanctions-americaines-contre-l-iran-teheran-20190404

¹² <https://www.gazzetta.it/>

Kremlinentzat, «probokazio bat» da Zaporizhiako zentral nuklearrari egindako eraso

Ukrainak ukatu egin du eraso egin izana. NBEk ohartarazi du gisa horretako jokabideek «modu nabarmenean» areagotzen dutela «istripu nuklear larri bat» gertatzeko arriskua.

Zaporizhiako zentral nuklearrari (Ukraina) droneekin eraso egin zioten, atzo, eta Kremlinek nabarmendu du gaur Ukrainari egotzi dion eraso hori «probokazio oso arriskutsu bat» izan dela. Dmitri Peskov bozemailearen esanetan, gainera, IAEA Energia Atomikoaren Nazioarteko Agentziak han dituen beharginak erasoen lekuko izan ziren. NBE Nazio Batuen Erakundearen agentzia horrek, baina, ez du halakorik adierazi.

https://www.berria.eus/mundua/ukrainak-ukatu-egin-du-zaporizhiako-zentralari-eraso-egin-dionik_2123320_102.html

Island åpner grensene for turister med vaksinesertifikat

Fra torsdag er reisende fra alle land i verden velkomne til Island dersom de kan bevise at de er vaksinert mot covid-19. De behøver ikke teste seg ved ankomst eller gi i karantene.

Island vil ha turistene tilbake. Her er Den blå lagune utenfor Reykjavík. Det står i skarp kontrast til resten av Europa.




Øystein Heggen
Journalist

Publisert i går kl. 22:51
Oppdatert i går kl. 23:16

<https://www.nrk.no/urix/island-apner-grensene-for-alle-som-kan-bevise-at-de-er-vaksinert-mot-covid-19-1.15420416>

99 gadu vecumā miris Lielbritānijas karalienes dzīvesbiedrs princis Filips¹³

Elizabete un Filips bija ārkārtīgi rets pāris, kam izdevies piedzīvot ne tikai zelta, bet arī platīna kāzas (70 gadu laulībā).



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<https://www.trouw.nl/?referrer=https://www.google.com/>

¹³ <https://www.lsm.lv/raksts/zinas/arzemes/99-gadu-vecuma-miris-lielbritanijas-karalienes-dzivesbiedrs-princis-filips.a399931/>

Pogoda Maków Podhalański, Na Stoku

PROGNOZA POGODY

2°
Odczuwalna:
2°C



Zachmurzenie umiarkowane

Deszcz
0,0 mm
Zachmurzenie
49%

Wiatr
4 km/h
Wilgotność
81%

Ciśnienie atmosferyczne
1036 hPa
Śnieg
0,0 mm

Wpisz nazwę miejscowości

JAKOŚĆ POWIETRZA

Partner airly



UMIARKOWANA

PM 2.5 51 µg/m³ 204%
PM 10 61 µg/m³ 122%

Sprawdź prognozę jakości powietrza

Maków Podhalański, ul. Szpitalna 3

Źródło AIRLY

GODZINOWA

DŁUGOTERMINOWA

GODZINOWA						DŁUGOTERMINOWA												
18:00	19:00	20:00	21:00	22:00	23:00	JUTRO												
2°	2°	1°	1°	0°	-1°	-1°	-1°	-1°	-1°	0°	0°	0°	0°	0°	1°	3°	6°	8°
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

MAPY POGODOWE

TEMPERATURA ZACHMURZENIE WIATR POWIETRZE

DZIŚ JUTRO

<https://pogoda.onet.pl/>

Is-Senat Amerikan japprova \$95 biljun f'ghajnuna lill-Ukrajna u l-Iżrael

Is-Senat Amerikan approva pakkett ta' ghajnuna barranija ta' \$95 biljun li jinkludi appoġġ militari għall-Ukrajna, l-Iżrael u t-Tajwan. Dan il-pakkett jinkludi \$61 biljun f'ghajnuna militari għall-Ukrajna sabiex tkun ta' ghajnuna fil-gwera.

Fi stqarrija, il-President Joe Biden qal li din it-tip ta' ghajnuna se tagħmel lin-nazzjon u lid-dinja iktar siguri. Spjega kif dawn il-pajjiżi, se jkunu jistgħu jiddefendu lilhom infushom kontra terrorist, bħal Hamas u r-Russja.

<https://talk.mt/is-senat-amerikan-japprova-95-biljun-fghajnuna-lill-ukrajna-u-l-izrael/>

Bota

Republika Çeke dëbon 18 diplomatë rusë, akuzohen për spiunazh



Kryeministri Çek Andrei Babiç dhe Ministri i Jashtëm gjithashtu thanë se kishte dyshime se shërbimet sekrete ruse ishin të përfshira në bombardimet e vitit 2014 në një depo të ushtrisë./Opinion.al

<https://opinion.al/republika-ceke-debon-18-diplomate-ruse-akuzohen-per-spiunazh/>

Recommended readings:

1. Chomsky, Noam: [*Reflections on Language*](#). New York: Pantheon Books, 1979.
2. Calvet, Louis-Jean: *Le marché aux langues, les effets linguistiques de la mondialisation*. Paris: Plon, 2002.
3. [UNESCO World atlas of languages](#).

Answer key

1. INTERCOMPREHENSION

1. a) Not acceptable. (For dinner, I had some tea and biscuits.) b) Not acceptable. (This table is made of wood.) c) Not acceptable. (It rains cats and dogs.) d) Not acceptable. (The man that I had told you about has come back). e) Not acceptable. f) Acceptable. g) Not acceptable. (Better late than never). h) Not acceptable. (Xavier, that was the name of my neighbour, didn't move any more.) i) Not acceptable. (Let's eat, kids!) j) Not acceptable. (It's cold outside.) k) Not acceptable. (Although we had some very good examples we didn't understand the rule.)

2. All of the following utterances are acceptable in certain contexts. However, neither of them fully respects language and communicational standards. a) formal (word order, missing initial capital letter and final point) b) morphosyntactic (missing auxiliary verb "are" and missing "to" before the verb eat) c) morphosyntactic (missing verb) d), e) and f) semantic (these three sentences belong to the young slang) g) semantic (the sentence belongs to the doctors' speech)

3. a) Situational context. Presence of shifters we, here and tomorrow. b) Linguistic context. Presence of anaphore Paul – him. c) Linguistic context. Presence of absolute reference 2020 and use of past tense met, left. d) Linguistic context. Presence of once upon a time which indicates a rupture with the present moment. e) Situational context. Presence of shifters I and in a while.

4. a) Promotional text. Can appear in a beauty catalogue. Presence of subjective elements (attraction, long lasting, high shine, lightweight, ultraconfortable, irresistible etc.). (Adapted from <https://uk.oriflame.com/products/product?code=38864>) b) Political party leaflet. Presence of direct appeals to the reader (vote, keep), evocating the sense of belonging and identity (our Australian culture). (<https://www.askthebible.com/rise-up-australia-party.htm>) c) Administrative text (passive tense, mostly informal structures). d) Motherese – distorted pronunciation when speaking to a baby. (Example taken from Robinson – Froome 1918 in Nordqvist 2021) e) Motherese – speaking to a senior. A similar kind of plural to the one some parents use with their young children. f) Royal we. Plural used by monarchs or high officials. Refers to a single person. (United Nations, 1902) g) Author we. Refers to a single person (the author) but symbolically represents a wider community (readers, scientists etc.) In this case, it is an extract from a satirical newspaper editorial. (Coll, 2008) h) Singular they. Part of inclusive language. (Mora, 2020) i) A sample of oral language, transcribed. (Boritchev – Amblard, 2021)

5. **Text 1.** For millennia, when a star flickered, the old man ascended the stairway toward the sky carrying a suitcase of starbulbs. Eventually, his knees cracked with each step.

"Let the stars twinkle," begged the Moon. "You must rest."

Unpacking a new bulb, he shook his head. He descended with a lighter suitcase and heavier heart.

Exhaustion soaked his bones, but his work was never-ending. The Moon called to him, longing. He longed for her, too. For a final time, he journeyed upwards.

Now, stars twinkle freely. The stairway rusts. In a crater, the old man on the moon rests, sound asleep.

<https://www.nycmidnight.com/stories/the-old-man-and-the-moon>

Text 2. Eus-je peur alors ? Comment le saurais-je ? Tout était si rapide et mouvant et saccadé ! Les deux autres rhinocéros chargèrent à leur tour. Entre ces fronts baissés de monstres la Land Rover virait sur une aile, reculait, tournoyait, bondissait. Une défaillance de moteur, une fausse manoeuvre et nous étions transpercés, éventrés, empalés par les cornes tranchantes. (Extract taken from the novel *Le lion* by Joseph Kessel, 1958).

Text 3. ¿Quiere un trozo de pan? Lo hice yo misma. Alcánceme el cuchillo, haga favor. Sí, ese sobre la mesa. Como le dije antes, no sé a qué hora vuelve. Todos los hombres son iguales. Mi primer marido me dijo una noche que no se tardaba y desde entonces ya no está. Pero no lo lamenté. No era bueno, ¿sabe usted? Ah, pero estoy divagando. Mi esposo no ha estado bien, piensa cosas que no son. Por ejemplo hoy, que cuando estaba cavando me dijo que había desenterrado unos huesos largos, como de animal grande. Se le salían los ojos de la cara de puro miedo. ¿Se va usted tan pronto? No pise la tierra recién removida, por favor. Hoy tengo que plantar un árbol.

<https://www.lashistorias.com.mx/index.php/cordon-colorado/>

6. Text 1. In the first text, words are English but syntactic structures make no sense. In the other two texts, syntactic structures are correct but some words do not exist in French / in Slovak.

Text 2. Answers to the questions. 1. Les choublis sont dans le tarpin du confectionnaire. 2. Ils pentent. 3. C'est un sostre mistalquet. 4. Avec son destoubiliste. 5. En stroup. 6. Pour granger les choublis. 7. Que fait le mistalquet ? Il gronce. 8. Les choublis ont-ils été cloupis ? Non, aucun choubli n'a été cloupi.

Text 3. Answer the questions: 1. Prístroj na výrobu žamžotov. 2. Dajú sa spustiť na spätný chod a dajú sa využiť aj výrobu žamžotov. 3. Aby boli dočasňované včas na správne miesto.

2. LANGUAGE FAMILIES

1. a) Website of a newspaper for speakers of Corsican language. b) Corsican.

2. a) Romance – blue, Slavic – red, Baltic – orange, Germanic – purple, Finno-Ugric – green, Hellenic – yellow, Albanian (isolate) – dark red. b) English – Germanic, Portuguese – Romance, Dutch – Germanic, Slovene – Slavic, Lithuanian – Baltic, Retho-Roman – Romance, Greek – Hellenic, Swedish – Germanic, Polish – Slavic, Flemish – Germanic, Breton – Celtic, Hungarian – Finno-Ugric. c) Albanian – dark red. d) Romani, Yiddish.

3. **Examples of definitions: Language family.** A language family is a group of different languages that all descend from a particular common language. The one language that generated those other languages in its family is known as a protolanguage. (<https://education.nationalgeographic.org/resource/language-family/>).

Language branch. Families are further subdivided into branches of languages that diverged from each other only after splitting from the family's common ancestor. These languages share more similarities with each other than with languages belonging to other branches within the family. (<https://www.linguisticsnetwork.com/an-introduction-to-language-families/>)

Language isolate. Language isolates, or alternatively isolated languages, are languages for which it has not, or not yet, been possible to establish genealogical connections. A language isolate therefore forms a self-contained language family (in the sense of a phylum or a lineage) of which it is the only known member.

(<https://www.oxfordbibliographies.com/display/document/obo-9780199772810/obo-9780199772810-0299.xml>) **Dead language.** A language that is no longer used for ordinary communication (<https://dictionary.cambridge.org/dictionary/english/dead-language>) **Official language.** The language that is approved by the government of a country, taught in schools, and used in legal and official documents (<https://www.ldoceonline.com/dictionary/official-language>). **Minority language.** A language spoken on the territory of a national state without being that state's first or official language. (<https://www.igi-global.com/dictionary/minority-language/56645>) **Regional language.** Regional languages are the languages traditionally spoken in a part of the territory of the state. (<https://www.culture.gouv.fr/en/Thematic/French-language-and-languages-of-France/Acting-for-languages/Promoting-the-languages-of-France/Regional-languages>) **Heritage language.** Heritage languages are spoken by early bilinguals, simultaneous or sequential, whose home language (L1) is severely restricted because of insufficient input. As a result, they can understand the home language and may speak it to some degree but feel more at ease in the dominant language of their society. (<https://www.oxfordbibliographies.com/display/document/obo-9780199772810/obo-9780199772810-0067.xml>) **Endangered language.** An endangered language is a language that is at risk of no longer being used, as its speakers shift to another language or die out. (<https://www.sil.org/sociolinguistics/endangered-languages>)

5. genetic, degree, typological, structural, isolating, agglutinating, inflecting.

6. a) inflectional features – endings in all the words (*poznáme, všetkých, mladých, hercov*). b) analytical feature – complex verbal form (*we*) *have never been*; lack of inflection in *happy*. c) inflectional features – endings in *abbiamo, giorni*; analytical features – complex verbal form *abbiamo aspettato*. d) agglutinative features: one single form with several morphemes stuck together conveying different parts of grammatical meaning (*haza* – home, *megy* – to go, *-ek* – 1st person singular). e) inflectional features – endings in *ses, soeurs*; grammatical agreement between *ses* and *soeurs*. f) inflectional features – endings in *lubie*; grammatical agreement between *dobre* and *jedzenie*. g) analytical feature – periphrastic verbal form consisting in 3 words *va a nevar*. h) inflectional feature – endings in *radimo* and *restoranu*. i) analytical feature – complex verbal form *está brilhando*. j) inflectional feature – agreement between *luna* and *strălucește*. k) inflectional features – grammatical agreement between subject and verb *ми* and *подивилися*; another agreement between *хороший* and *фільм*; the expression *хороший фільм* is declined in the accusative case.

3. SOUNDS AND SIGNS

1. a) A breakfast menu in a restaurant. It is available to passers-by in the street, in front of the restaurant. b) It is a bilingual menu, written in French and, additionally, in English. c) *Café, thé, chocolat, orange, croissant* are transparent because of their visual similarity in several languages. d) The root of the word *déjeuner* is *jeun* which means *to fast* in French. The prefix *dé-* indicated the opposite meaning and *-er* is a verbal suffix. In English, *breakfast* is composed of two morphemes: *break* and *fast* which refers to the end of a period without eating. e) The reason for a relative proximity of English and Romance is

in frequent historical contacts between the English-speaking and the French-speaking community.

2. b)

English	Français	Español	Italian	Portugues	Română
cat	chat	gato	gatto	gato	pisică
chicken	poulet	pollo	pollo	galinha	pui
crocodile	crocodile	cocodrilo	coccodrillo	crocodilo	crocodil
horse	cheval	caballo	cavallo	cavalo	cal
cow	vache	vaca	mucca	vaca	vacă
salmon	saumon	salmón	salmone	salmão	somon
rooster	coq	gallo	gallo	galo	cocoș
snake	serpent	serpiente	serpente	cobra	șarpe
stork	cigone	cigüeña	cicogna	cegonha	barză
tiger	tigre	tigre	tigre	tigre	tigru
zebra	zèbre	cebra	zebra	zebra	zebră
whale	baleine	ballena	balena	baleia	balenă
trout	truite	trucha	trota	truta	păstrăv
turtle	tortoise	tortuga	tartaruga	tartaruga	broasca testoasa
tail	queue	cola	coda	cauda	coadă
penguin	manchot	pingüino	pinguino	pinguim	pinguin

c)

English	Français	Español	Italian	Portugues	Română
turkey	dinde	pavo	tacchino	peru	curcan

sparrow	moineau	gorrión	passero	pardal	vrabie
shark	requin	tiburón	squalo	tubarão	rechin
mouse	souris	ratón	topo	rato	șoarece
monkey	singe	mono	scimmia	macaco	maimuță
mackerel	maquereau	caballa	sgombro	cavala	macrou
fox	renard	zorro	volpe	raposa	vulpe
duck	canard	pato	anatra	pato	rață
badger	blaireau	tejón	tasso	texugo	bursuc
squirrel	écureuil	ardilla	scoiattolo	esquilo	veveriță
swallow	hirondelle	golondrina	rondine	andorinha	rândunică
vulture	vautour	buitre	avvoltoio	abutre	vultur

6. a) Website of an international airport. Romanian. b) Words beginning with an upper-case letter are those that refer to geographical locations (cities) or to proper names of people (Henri Coanda). These words are easily comprehensible, at least for someone who is familiar with geography. The reason is they are not context-bound: they refer to realities that remain stable regardless of situation and linguistic context. However, to unveil their meaning, an extralinguistic knowledge is needed. c) Positions of words and numbers, map of the world, pictograms of airplanes. d) aeroportul, international, program, pasageri, evenimente, comunicare de presa, servicii, transport, contact, compania, nationala, destinatii etc.

7.

a) Spanish: lleno – llano – llamar – llevar – llorar – lluvioso. Italian: pieno – pianura – chiamare – portare – piangere – piovere. French: plein – plain – appeler – porter – pleurer – pluvieux. Portuguese: cheio – simples – chamar – carregar – chorar – chuvoso

b) Portuguese: açúcar, comunicação, espaço, caça, criança. Spanish: azúcar, comunicación, espacio, caza, niño. French: sucre, communication, espace, chasse, enfant. ITA: zucchero, comunicazione, spazio, caccia, bambino

c) **champagne** (fr.) – champagne (engl.), champán (esp.), champagne (it.), șampanie (fr.); **niño** (esp.) – child (engl.), enfant (fr.), bambino (it.), criança (port.), copil (roman.); **canyon** (eng.) – canyon (fr.), cañón (esp.), canyon (it.), desfiladeiro/cânion (port.), canion (roman.); **cabecinha** (port.) – little head (engl.), petite tête (fr.), cabecita (esp.), testina (it.), cap mic (roman.)

d) Italian: lasagna, montagna, campagna, bisogno, famiglia, figlio. French: lasagnes, montagne, pays, besoin, famille, fils. Spanish: lasaña, montaña, campo, necesidad, familia, hijo. Portuguese: lasanha, montanha, país, necessidade, família, filho

11. Nasal sounds can be found in French. There are 4 different nasal vowels in French which form a phonological microsystem marked by a certain degree of instability. The position one of the nasal sounds (the nasal OE) is progressively getting weaker. It is rarely used (it appears just in a few words) and, when it does, it is getting very close to the nasal E. In reality, these two nasal sounds are being mingled. Thus, there is a growing tendency towards a complete disappearance of the nasal OE from the phonological system of French.

12. Digrams are underlined and nasals are in bold: Seu trabalho começa às sete e meia da manhã. Marcos é cozinheiro em um restaurante. Ele prepara comidas para clientes famintos. Os clientes são de muitos países diferentes. Marcos pode conhecer muitas pessoas amigáveis.

4. LANGUAGES IN CONTACT

1. a) Mauritian Creole / Kreol Morisien (Tou bann imin ne lib ek **egal** dan **dinite** ek dan bann **drwa**. Zot ena **larezon** ek konsians ek zot bizin azir anver lezot dan enn lespri fraternel. = All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. Source: <https://www.omniglot.com/writing/mauritiancreole.htm> b) French is the superstrate for Mauritian creole. c) Creoles arise in situations of linguistic contact. Often, these situations result from colonialism. d) The substrate is Bantu languages and the superstrate is French, with an influence of Portuguese and English.

3. c) Marta is Anna's daughter. Veronica and Daniel are brother and sister. / Veronica is Daniel's sister. Laura and Tim are cousins. Benjamin is the uncle of Caroline.

d) Marta es su hija. (Spanish) Marta è sua figlia. (Italian) Marta est sa fille. (French) Marta je jej dcéra. (Slovak) Marta is her daughter. (English) While in English and in Slovak, the possessive pronoun conveys the information about the gender of the possessor, in Italian and in French it speaks about the gender of the possessed. In Spanish, su does not carry neither of grammatical meanings, it suggests only that the possessor is not a person we speak to directly but someone who stands outside the direct communication between the speaker (I) and the interlocutor (you).

e) Peter je môj bratranec. (Slovak) Peter es mi primo. (Spanish) Peter e mio cugino. (Italian) Peter est mon cousin. (French) Peter este vărul meu. (Romanian) Peter benim kuzenim (Turkish). In English and in Turkish, cousin and kuzenim do not speak about the gender of the person. In Spanish, Italian and French, we would have two different endings of the same word to refer to a male cousin or to a female cousin. In Slovak and in Romanian, we have two different words for a male cousin and for a female cousin (sesternica in Slovak, verișoara in Romanian).

6. The text is written in Romani language. Translation into Slovak:

Vybrali sa raz na prechádzku žabiatko, kuriatko, mýšatko, mravček a chrobáček. Prišli k potoku. „Podme sa okúpať!“ povedalo žabiatko a skočilo do vody. „My nevieme plávať“, povedali kuriatko, mýšatko, mravček a chrobáček. „Kva - cha - cha!“ zasmialo sa žabiatko.

5. REPERTOIRES AND LITERACIES

2. Mésopotamie, Égypte are transparent because of their absolute reference: they refer to context-free geographical locations. The word „mathématiques“ is transparent because of its Greek etymology which has been maintained in most European languages.

3. Possibilities of replacing anglicisms: cool – chouette, speed dating – rencontres rapides, pipeline – canalisation, hacker – pirate informatique, bug – boguer, gang – bande, pickpocket – voleur à la tire, racket – tapage, coaching – encadrement, leader – chef, airbag – coussin gonflable, boss – chef, top – sommet, show room – salon d'exposition, business – les affaires, mobile homes de standing – maisons mobiles permanentes, show – spectacle, fast food – restauration rapide, light – léger, prime time – heure de grande écoute, one man show – spectacle solo, talk show – émission-débat, fun – amusant, shopping – achats, net – réseau, baskets – chaussures de sport, rollers – patins à roulettes, strings – les ficelles, jeans stretch – jean tendu, meubles en kit – meubles démontés, look – apparence, in – tendance, qui a du punch – distinctif, discount – en remise, scotché – cloué, home cinéma – cinéma maison, popcorn – maïs soufflé, remake – reprise, making of – dans le coulisses de, news – actualités, blog – blogue, chat – bavardage, smiley – émoticion, pop up – contextuel, email – courrier électronique (courriel), spam – pourriel.

4. Slovenian. 5. Kashubian (a less-used West-Slavic language spoken in north central Poland in the region of Pomerania on the southern coast of the Baltic Sea between the Vistula and Oder rivers).

6. NOUNS AND VERBS

1. Arad, oraş, graniţa, Ungaria, zi, împrejurimile.

2. a) walizki na kółkach (Polish), kufr na kolečkách (Czech), Kerekes bőrönd (Hungarian), kufor na kolieskach (Slovak), Raylı Valiz (Turkish). In Hungarian, Kerekes bőrönd literally means ‚a wheeled suitcase‘. In Turkish, Raylı Valiz literally means ‚a railed luggage‘. In Slovak, Czech and Polish, the development of the noun is postponed.

b) *Slovak*: kolieskové korčule, bodkované šaty, kožené topánky, francúzsky kľúč, Pasteurov inštitút, rieka Dunaj. *English*: roller skates, polka dot dress, leather shoes, French key, Pasteur Institute, Danube River. *French*: patins à roulettes, robe à pois, chaussures en cuir, clé française, Institut Pasteur, fleuve Danube. In the three sets of expressions, we can observe different organisations within noun clauses made of a noun and a developing adjective. While Slovak, in these expressions, anteposes adjectives systematically, English and French use both anteposition and postposition. In English, the developing element is always juxtaposed, while in French we have 3 prepositional postponed constructions, one postponed adjective and two postponed developing nouns.

c) The text comes from a package of colour crayons for drawing. The description is given in German, English, French, Spanish and Italian.

d) 1. ieri (Italian) – hier (French); ami (French) – amico (Italian); vida (Spanish) – vie (French); ribera (Portuguese) – rive (French); città (Italian) – ciudad (Spanish); voisin

(French) – vicino (Italian); hice (Spanish) – feci (Italian); vim (Portuguese) – venni (Italian); écrit (French) – scritto (Italian); dissi (Italian) – dice (Spanish).

3.

Column A		Column B	
1.	Mon ami Luc	a.	no tenemos mucho tiempo.
2.	Dopo tanto studio	b.	tutte le città in Italia.
3.	Este río tiene	c.	desfrutando de bom tempo.
4.	Siamo pronti a visitare	d.	ora ho abbastanza soldi.
5.	Copiii mei sunt	e.	avez-vous un stylo à me prêter?
6.	Estamos na praia	f.	tem três filhos.
7.	La magazinul alimentar	g.	buni la sport.
8.	Es bastante tarde,	h.	muchos meandros hermosos.
9.	Ho vinto alla lotteria,	i.	a une excellente mémoire.
10.	J' ai oublié mon sac,	j.	passionnés du cinéma?
11.	O meu vizinho	k.	au fructe și legume proaspete.
12.	Est-ce que vous êtes	l.	sei pronto a sostenere l'esame.

A	B	Language	A	B	Language
1.	i.	French	7.	k.	Romanian
2.	l.	Italian	8.	a.	Spanish
3.	h.	Spanish	9.	d.	Italian
4.	b.	Italian	10.	e.	French

5.	g.	Romanian	11.	f.	Portuguese
6.	c.	Portuguese	12.	j.	French

4.

	French	Italian	Spanish	Portuguese	Romanian	Latin
	<i>parler</i>	<i>parlare</i>	<i>hablar</i>	<i>falar</i>	<i>vorbi</i>	<i>loqui</i>
1s	parle	parlo	hablo	falo	vorbesc	loquor
2s	parles	parli	hablas	falas	vorbești	loqueris
3s	parle	parla	habla	fala	vorbește	loquitor
1p	parlons	parliamo	hablamos	falamos	vorbit	loquimur
2p	parlez	parlate	habláis	falais	vorbiți	loquimini
3p	parlent	parlano	hablan	falam	vorbesc	loquuntur

7. NOUNS AND VERBS II

3. ATENȚIE!

Vizitarea Castelului Corvinilor **presupune** atenție sporită din partea dumneavoastră!
Arhitectura scărilor și a căilor de acces **poate fi** periculoasă pentru copii, vârstnici și
pentru persoanele cu dificultăți locomotorii.

Va rugăm atenție la sectoarele aflate la înălțime!

Nu va aplecați peste parapet!

Evitați aglomerația în balcoane, pe scări și în galeriile aflate la înălțime!

Nu lăsați copii nesupravegheați!

Pentru informații despre călătoria d-voastră spre Hunedoara și alte obiective din
municipiu, **puteți solicita** informații la: ...

5. b) *He buys a book yesterday. *If I'm a bird I'd fly away. *A defining characteristic of cats is that they were animals. c) The student is reading a book. (English) Student czyta książkę. (Polish) Учень читає книгу. (Ukrainian) Der Student liest ein Buch. (German) Studentas skaito knygą. (Lithuanian) A diák könyvet olvas. (Hungarian) Opiskelija lukee kirjaa. (Finnish) c) fits (English), leży (= 'lies', Polish), sitzt (= 'sits', German), áll (= 'stands', Hungarian). e) Nici pește, nici pasăre. (Romanian) Né pesce né gallina. (Italian) Ni peces ni aves. (Spanish) Ni poisson ni volaille. (French) Nem peixe nem ave. (Portuguese) Ani ryba ani rak. (Slovak)

6.

It can't be helped. Help yourself. Take it easy. My honor is involved. Where do I book the seats? For reasons beyond my control.	Nic nie można na to poradzić. Pociesz się. Spokojnie. Nie przejmuj się. Chodzi o mój honor. Gdzie mam kupić bilety? Z powodów ode mnie niezależnych.	On n'y peut rien. Servez-vous. Allez-y doucement. C'est la question de l'honneur. Où réserver les places? Pour des raisons indépendantes de ma volonté.
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8. VOCABULARY LINKS

2.

Latin	French	French
	Evolution „populaire“	Evolution „savante“
fabricam	forge	fabrique
securitatem	sûreté	sécurité
implicare	employer	impliquer
potio	poison	potion
claviculam	cheville	clavicule
augustum	août	auguste
modulum	moule	module
navigare	nager	naviguer
palmam	paume	palme
ministerium	métier	ministère

a) poitrail/pectoral (de pectorale) ; fléau/flagelle (de flagellum) ; foison/fusion (de fusio) ; chétif/captif (de captivus) ; moule/module (de modulus) ; millième/millésime (de millesimus) ; hurler/ululer (de ululare) ; loyal/légal (de legalis) ; métier/ministère (de ministerium) ; nager/naviguer (de navigare) ; écouter/ausculter (de auscultare) ; épaule/spatule (de spatula) ; essaim/examen (de examen) ; étroit/strict (de strictus) ; fade/fétide (de fetidus) ; octroyer/autoriser (de autorisare) ; outil/ustensile (de utensilia) ou encore évier et aquarium (de aquarium). (Source: <https://www.academie-francaise.fr/les-doublets-etymologiques>)

b) forge/ factory – security/safety – employ/involve – poison/potion – ankle/collarbone
– August/august – mould/module – swim/navigate – palm/palm – job/ministry

4. Possible answers:

Nº	Slovak	Czech	What helps: A. context B. bridging word in another language C. both context and bridging word D. neither	Language of the bridging word	Bridging word(s)	False friends
	štylový	stylový	B	Czech, English	styl style, stylish	
	len	jen	A			len (<i>příze</i>)
1	vyše		B			výše
2	bodky	puntíky	C	English, German	point, punkt	
3	odvtedy	od té doby	A			
4	prehliadaná	přehlížená	C			prohlížená
5	hoci	ačkoli	C			
6	ich	je	B			je (conjugated form of “to be”)
7	zadovážiť	pořídít	B			odvážit
8	naozaj	opravdu	B			
9	nohavíc	kalhot				
10	topánok	bot	B			

5.

Slovak	Czech	Slovak	Czech
klinec	hřebík	štrajk	stávka
olovrant	svačina	moriak	krocan
preteky	závod	golier	límeč
bocian	čáp	vrecko	kapsa
baňa	důl	kôstka	pecka

6. 1) Wi-fi pripojenie, centra, lobby bar, Hotel Dixon, biliard, satelitnú, km
 2) veľa – a) a lot of; sa nachádza – c) is located; kurty – c) courts; ponuka – b) offer

9. WORD ORDER

1. A. What's the difference between a cat and a comma?

One has claws at the end of the paws. The other is a pause at the end of a clause.

B. Dans une équipe de football, l'entraîneur dit à un joueur :

- Aujourd'hui, tu vas jouer avant.
- Ah non ! Moi, je veux jouer avec les autres.

C. Un cervello entra in un bar e dice al barista, "Una birra, per favore."

Il barista dice, "Mi dispiace, non posso servirti. Sei fuori di testa."

3. a) Je déteste les bananes. b) J'aime cette femme. c) Paul n'a jamais lu ce roman. d) Je croyais Thierry malade, pourtant il est venu. e) Il veut résoudre ses problèmes. f) Je parle maintenant. g) Il faut aller par là. h) Les tableaux impressionnistes me plaisent. / J'aime bien les tableaux impressionnistes. i) D'où ça vient ?

4. a) John saw the play **yesterday**. b) Yesterday, **John saw the play**. c) Paul, **il dort encore**. d) En ce qui concerne la traduction, **je l'ai faite moi-même**. e) Côté vacances, **j'ai enfin fait le choix définitif pour cette année**. f) When it comes to movies, **no one has seen more of them than he did**. g) **Sono stato io** a risolvere il problema. h) **Roba da matti**, questa canzone. i) **Dei dolci** abbiamo dato ai bambini.

5. Closer to the rain

The instructor of the photography workshop says that in a few years, digital video will be of such high quality, and the processing power of cameras so much greater, that we'll simply capture everything on video, and take the still photos that we want out of the footage. The man who received the course as a gift from his children recalls: the first time that he and his wife traveled abroad together, the weather in Rome was a complete disaster. After the fourth umbrella they bought from a street vendor had broken within an hour, they returned to their hotel and asked the concierge to take their picture in front of a white wall. This was a long time before the age of Photoshop.

https://www.guernicamag.com/epstein_5_15_11/

10. TRANSPARENCIES AND OPACITIES

1.

English to French		French to English	
this	<i>ce</i>	réglementations	<i>rules</i>
in accordance with	<i>conformément</i>	particulière	<i>particular</i>
device	<i>appareil</i>	raisonnable	<i>reasonable</i>
harmful	<i>nuisibles</i>	produit (produire)	<i>cause (produce)</i>
against	<i>contre</i>	émettre	<i>radiate (emit)</i>
turning off	<i>éteignant (éteindre)</i>	déplacez	<i>relocate</i>
uses (to use)	<i>utilise</i>	fréquences radio	<i>radio frequency</i>
turning on	<i>rallumant (rallumer)</i>	prise	<i>outlet</i>
however	<i>toutefois</i>	aucune	<i>no</i>
dealer	<i>revendeur</i>	récepteur	<i>receiver</i>

2.

Czech (declined form)	Czech (basic form)	Slovak equivalent	Czech (declined form)	Czech (basic form)	Slovak equivalent
hřbetem	hřbet	chrbát	ovšem	ovšem	
petrželí	petržel	petržlenová vňať	také	také	aj
jídelníček	jídelníček	jedálniček	ať	ať	nech
leden	leden	január	pokud	pokud	pokiaľ
masopustní	masopustní	fašiangový	přeplácáný	přeplácáný	preplnený
zejména	zejména	najmä	díky	díky	vd'aka
venkově	venkov	vidiek	kobližky	kobližka	pampúšik

11. MORE LANGUAGES

1. The winter is cold. (eng.) O inverno è frio. (port.) El invierno es frío. (esp.) L'hivern és fred. (catalan) L'hiver est froid. (fr.) L'inverno è freddo. (it.) Iarna este rece. (rom.)

2.

Esperanto	English	Esperanto	English
amiko	friend	teo	tea
filo	son	biskvito	biscuit
frato	brother	bela	beautiful
viro	man	granda	big
knabo	boy	nova	new
patro	father	bona	good
instruisto	teacher	seka	dry
kafo	coffee	varma	warm
kuko	child	sana	healthy
lakto	milk	horo	hour
pano	bread	jaro	year
sukero	sugar	mateno	morning
minuto	minute	nokto	night
semanjo	week	tago	day
vespero	evening	atendi	wait
gumi	erase	demandi	ask
kuri	run	vivi	live
promeni	walk	respondi	answer
soifi	be thirsty	blanka	white
blua	blue	verda	green
flava	yellow	griza	grey
nigra	black	rugxa	red

Viaj filoj estas niaj amikoj. - Your sons are our friends. ***Iliaj kafoj estos varmaj.*** - Their coffees will be warm. ***La knaboj estas grandaj.*** - The boys are big. ***Sxia pano estis seka.*** - Her bread was dry. ***Vi estas lia filo.*** - You are his son. ***La instruisto estas sana.*** - The teacher is healthy. ***Via amiko estas bela.*** - Your friend is beautiful. ***La kuko estis lia.*** - The cake was his.

3. a) Romanian b) Lithuanian c) Italian

4. Euskeri, Norwegian, Latvian, Sardinian, Dutch, Polish, Maltese, Albanian.

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